



Oak Crest Middle School

School Accountability Report Card, 2006–2007

San Dieguito Union High School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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San Dieguito Union High School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average middle school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

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Encinitas, CA 92024
Principal: Terry Calen
Phone: (760) 753-6241

How to Contact Our District

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» Principal's Message

Oak Crest Middle School prides itself on having a highly educated and qualified teaching staff that cares not only about the student's academic development but equally about the student's social and emotional development. Our school is recognized districtwide for having a friendly, caring, nurturing teaching staff that loves working with this age group. We have fun at Oak Crest with our students, as witnessed by the teacher participation in our student versus staff competitions at lunch and by the number of teachers who volunteer to help chaperone dances and other extracurricular activities.

Our parents are very involved in our school. They volunteer in many areas and have raised over \$25,000, which has funded departmental needs and capital improvements to our school. We welcome and count on parent participation. Please feel free to stop by Oak Crest to find out about ways you can become involved in our school.

Terry Calen, PRINCIPAL

Grade range and calendar

7-8

TRADITIONAL

Academic Performance Index

865

County Average: 758
State Average: 734

Student enrollment

914

County Average: 775
State Average: 672

Teachers

38

County Average: 36
State Average: 30

Students per teacher

24

County Average: 21
State Average: 22

Students per computer

3

County Average: 4
State Average: 4

Major Achievements

- Oak Crest is always striving to close the achievement gap by providing support programs for students during the school day, after school, and on Saturdays. With financial support from our School Site Council (SSC) we were able to fund a pre-algebra support class and tutors for our homework club. We used state and federal funds that are targeted for specific purposes to offer support classes in reading, writing, pre-algebra, and algebra. Our Academic Support Saturday School averaged an attendance of 75 students seeking help in their core classes.
- In addition to these programs, Oak Crest focused on improving student connections through a variety of teacher-designed activities in the classroom. The leadership class also organized many lunch activities and student versus staff competitions.
- Departmental teacher collaboration was a major focus at Oak Crest. Release time was given for each department to write assessments to measure student progress and to establish academic consistency in grading and homework.
- The San Diego County Sheriff's Department presented an Internet safety course to all our students as well as a parent forum.

Focus for Improvement

- Oak Crest strives to continue to improve students' skills and test scores by assessing reading levels of all incoming seventh grade students and offering support classes in math and reading during the school day.
- We provide afterschool tutoring in all subjects in our homework club.
- Every six weeks we provide Academic Support Saturday School, which is tutored by teachers in each core academic area.
- Counselors and administrators meet with all students who are earning multiple Ds or Fs and their parents at the six-week progress report period and then design a support plan for each student.
- In the 2006–2007 school year, we piloted a new bell schedule that provided 30 minutes of homework and tutoring time for every student twice a week. We also provided more collaboration time for teachers of the same subject to meet to write and analyze assessments and to align homework policies.
- In 2006–2007 we converted to a new student information system that enables parents to access attendance and grade information on the Internet for every class.

MEASURES OF PROGRESS

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. A school’s API determines whether it receives recognition or sanctions. It is also 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, the California Achievement Test, 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.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	865
Growth attained from prior year	+7
Met subgroup* growth targets	Yes
Underperforming school	No

Oak Crest’s API was 865 (out of 1000). This is an increase of 7 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 858. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all middle schools in California, our school ranked 10 out of 10.

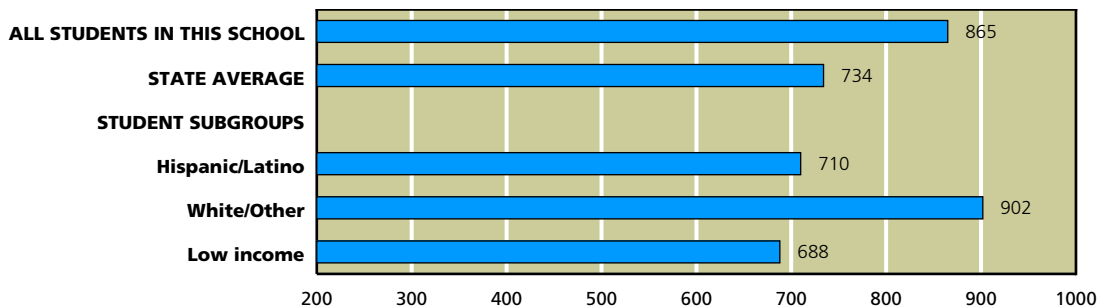
SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.
*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 7 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer 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 through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2006–2007 school year. Just for reference, 35 percent of middle schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 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)**.

We met all 17 criteria for yearly progress. As a result, we succeeded at making 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 California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. 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 subgroup 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 that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. 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 in 2007	No

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 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	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of March 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.







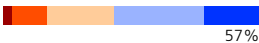
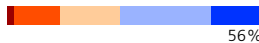




















STUDENT ACHIEVEMENT

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 subgroups 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 BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

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

TESTED SUBJECT	2006–2007		2005–2006		2004–2005	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher						
Average middle school Percent Proficient or higher						
MATH (excluding algebra)						
Our school Percent Proficient or higher						
Average middle school Percent Proficient or higher						
ALGEBRA						
Our school Percent Proficient or higher						
Average middle school Percent Proficient or higher						
HISTORY/SOCIAL SCIENCE						
Our school Percent Proficient or higher						
Average middle school Percent Proficient or higher						
SCIENCE						
Our school Percent Proficient or higher					NO DATA AVAILABLE N/A	
Average middle school Percent Proficient or higher					NO DATA AVAILABLE N/A	

SOURCE: The scores for the CST are from the spring 2007 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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 on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies 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.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. 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.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When 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.

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

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. 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 BELOW 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			73%	99%	SCHOOLWIDE AVERAGE: About 30 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			50%	98%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			43%	99%	

Subgroup Test Scores

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

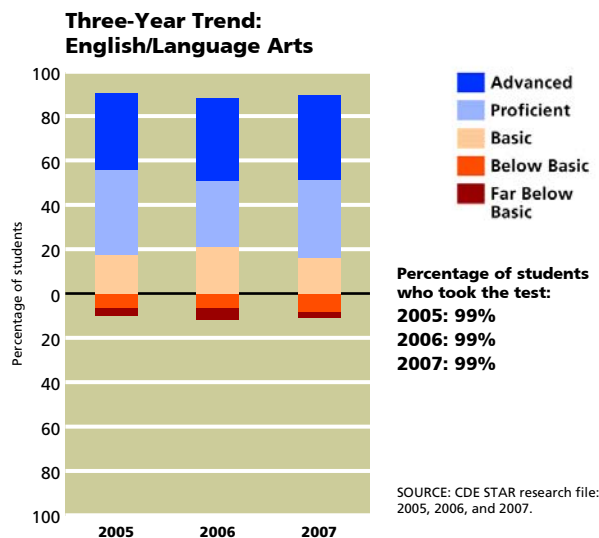
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			68%	462	GENDER: About ten percent more girls than boys at our school scored Proficient or Advanced.
Girls			78%	447	
English proficient			80%	817	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			10%	92	
Low income			35%	148	INCOME: About 45 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			80%	761	
Learning disabled			25%	63	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			76%	846	
Asian American			95%	41	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.
Hispanic/Latino			36%	184	
White/Other			82%	657	

SOURCE: The scores for the CST are from the spring 2007 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 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. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math (Excluding Algebra)

BAR GRAPHS BELOW 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			57%	70%	SCHOOLWIDE AVERAGE: About 18 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			43%	77%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			39%	79%	

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%	325	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			57%	312	
English proficient			64%	550	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			11%	87	
Low income			24%	130	INCOME: About 42 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			66%	507	
Learning disabled			14%	59	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			62%	578	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	23	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.
Hispanic/Latino			26%	161	
White/Other			68%	433	

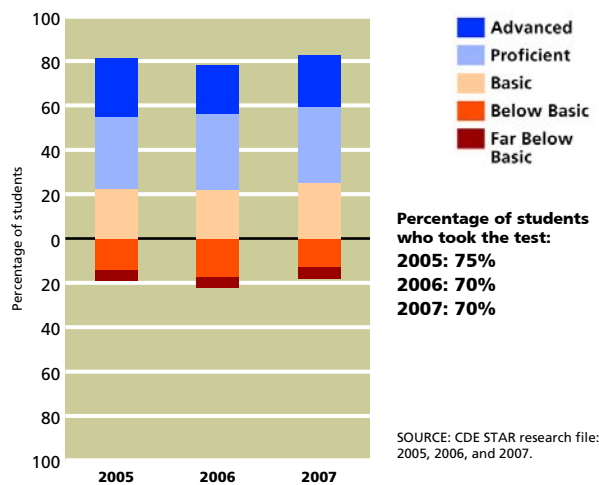
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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are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

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. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [math standards](#) on the CDE's Web site.

Three-Year Trend: Math



Algebra I

BAR GRAPHS BELOW 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			88%	29%	SCHOOLWIDE AVERAGE: About 49 percent more students at our school scored Proficient or Advanced than at the average middle school in California. About one percent more students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			43%	29%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			39%	28%	

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			90%	134	GENDER: About four percent more boys than girls at our school scored Proficient or Advanced.
Girls			86%	131	
English proficient			88%	260	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	5	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	18	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income			88%	247	
Learning disabled	NO DATA AVAILABLE		N/A	4	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			89%	261	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	17	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.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	23	
White/Other			89%	219	

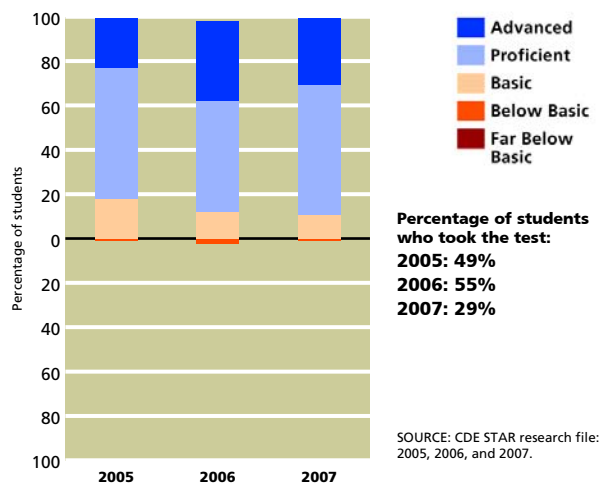
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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are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

We report our eighth grade 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. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 29 percent of our students took the algebra CST, compared to 28 percent of all middle school students statewide. You can review the **algebra** standards on the CDE’s Web site.

Three-Year Trend: Algebra I



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

History/Social Science

BAR GRAPHS BELOW 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			68%	100%	SCHOOLWIDE AVERAGE: About 33 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			41%	98%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			35%	98%	

Subgroup Test Scores

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

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

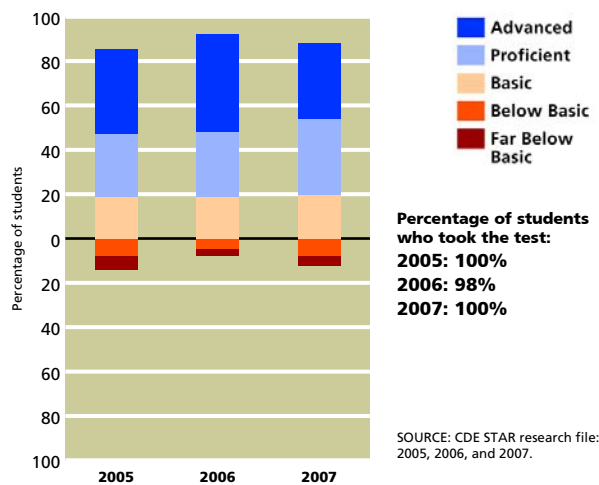
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			70%	233	GENDER: About five percent more boys than girls at our school scored Proficient or Advanced.
Girls			65%	234	
English proficient			73%	416	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			25%	51	
Low income			37%	89	INCOME: About 38 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			75%	378	
Learning disabled			23%	39	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%	428	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	19	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.
Hispanic/Latino			42%	98	
White/Other			74%	337	

SOURCE: The scores for the CST are from the spring 2007 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 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 eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [history/social science standards](#) on the CDE's Web site.

Three-Year Trend: History/Social Science



Science

BAR GRAPHS BELOW 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			74%	100%	SCHOOLWIDE AVERAGE: About 32 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			45%	98%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			42%	98%	

Subgroup Test Scores

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

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

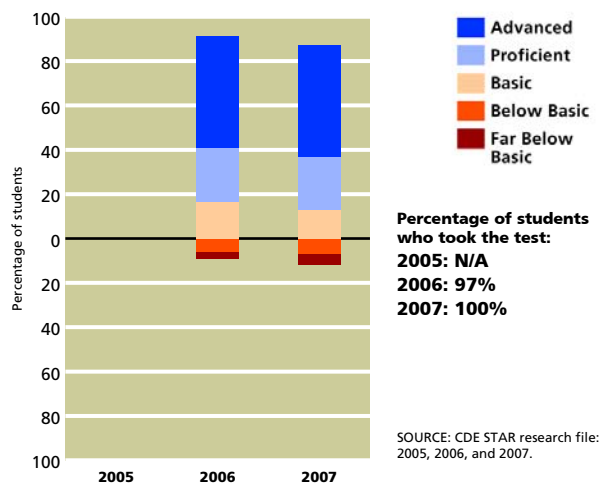
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			76%	233	GENDER: About four percent more boys than girls at our school scored Proficient or Advanced.
Girls			72%	234	
English proficient			81%	416	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			18%	51	
Low income			39%	89	INCOME: About 44 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			83%	378	
Learning disabled			38%	39	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			78%	428	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	19	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.
Hispanic/Latino			46%	98	
White/Other			81%	337	

SOURCE: The scores for the CST are from the spring 2007 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 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.

This was the second year that science was included in the California Standards Tests our eighth grade students took. As a result, we have only two years of trend data to present. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Although we teach science at all grade levels, only our eighth graders took the California Standards Test in this subject. You can read the [science standards](#) on the CDE’s Web site.

Two-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, 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 in the top quarter nationally (above the 75th percentile)	46%	25%	21%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	78%	52%	46%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	55%	30%	26%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	73%	50%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	50%	29%	25%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	76%	57%	52%

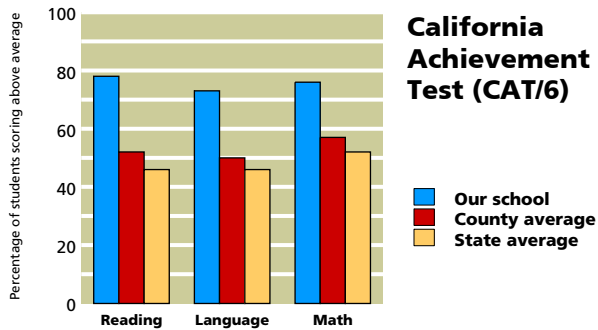
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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.
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.

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 Oak Crest, 78 percent of students scored at or above average in reading (compared to 46 percent statewide); 73 percent scored at or above average in language (compared to 46 percent statewide); and 76 percent scored at or above average in math (compared to 52 percent statewide). The subject with the most students scoring at or above average was reading.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Oak Crest, 46 percent of students scored at the top in reading (compared to 21 percent statewide); 55 percent scored at the top in language (compared to 26 percent statewide); and 50 percent scored at the top in math (compared to 25 percent statewide). The subject with the most students scoring at the top was language.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. 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.



SOURCE: Spring 2007 test cycle. County and state averages represent middle schools only.

Other Measures of Student Achievement

We assess all seventh graders in reading during the first week of school, and we test English learners in reading, writing, and speaking. We also use the district direct writing assessment to measure students' writing skills.

Teachers evaluate students throughout the year using a variety of tools, including writing samples, projects, oral and written reports, chapter and unit exams, and departmental as well as district-adopted assessments. We send home progress reports every six weeks. Teachers communicate closely with counselors about students who need additional support.

STUDENTS

Students’ English Language Skills

At Oak Crest, 90 percent of students were considered to be proficient in English, compared to 79 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	90%	82%	79%
English learners	10%	18%	21%

SOURCE: Language Census for school year 2006–2007. 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 92 students classified as English learners. At Oak Crest, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students who speak English well. 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%	89%	86%
Vietnamese	1%	1%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	1%	2%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	1%
All other	3%	8%	7%

SOURCE: Language Census for school year 2006–2007. County and state averages represent middle schools only.

Ethnicity

Most students at Oak Crest identify themselves as White/European American/Other. In fact, there are about four times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Oak Crest. 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	1%	7%	8%
Asian American/Pacific Islander	5%	10%	11%
Latino/Hispanic	20%	40%	47%
White/European American/Other	74%	43%	34%

SOURCE: CBEDS census of October 2006. County and state averages represent middle schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Oak Crest, 15 percent of the students qualified for this program, compared to 51 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	15%	45%	51%
Parents with some college	87%	64%	54%
Parents with college degree	72%	39%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 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 87 percent of the students at Oak Crest have attended college, and 72 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 92 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Oak Crest varies from a low of 27 students to a high of 30. Our average class size schoolwide is 30 students. The average class size for middle schools in the state is 28 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	27	25	26
History	29	28	29
Math	28	27	28
Science	30	28	29

SOURCE: CBED5 census, October 2006. County and state averages represent middle schools only.

Safety

Staff members monitor school grounds throughout the school day. We have three campus supervisors that help monitor the school during the school day. The assistant principal reviews rules and procedures with all students and teachers to maintain safe and responsible behavior at school. A school resource officer helps maintain safety. Our safety committee reviews our safety plan annually and meets monthly to discuss safety issues. We conduct fire, lockdown, and earthquake drills throughout the school year. All classrooms have a telephone and are connected to our two-way intercom system. School administrators, custodians, secretaries, and the school nurse all have walkie-talkies to help with efficient and immediate communication. We have a closed campus that requires all visitors to check in at the office and get a visitor tag.

Discipline

At Oak Crest we inform students of school rules and discipline policies by means of assemblies and the student handbook and by posting the discipline policies. We reward students who show positive behavior by focusing on our schoolwide character education program. We give consequences and enforce school rules by using progressive discipline, which includes, but is not limited to, detention, in-school suspension, Saturday School, home suspension, phone calls home, and parent/student/administrator conferences. At Oak Crest we are proactive in our dealings with any type of student conflict or issues. Administrators and counselors meet with students and parents to help resolve conflicts and take care of potential problems before they happen. Support groups and conflict management sessions also help reduce student conflicts. We maintain a strict zero-tolerance policy for any violation that endangers the safety of staff or students.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	6	5	19
2005–2006	5	4	19
2004–2005	13	8	19
Expulsions per 100 students			
2006–2007	0	0	1
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent middle schools only.

At times we find it necessary to suspend students who break 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.

During the 2006–2007 school year, we had 55 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.

Homework

Homework promotes independent practice of skills learned in class. Our students typically spend eight to ten hours a week on homework, which is a mix of reading and written work. They keep reading logs and can earn Reading Counts awards. Students use agendas to keep track of assignments, and parents can access the homework hotline or teacher Web sites for assignment information. In 2006–2007 our bell schedule will change to allow a 30-minute period twice a week for students to begin their homework.

Schedule

Our school year lasts from late August to mid-June. The campus is open from 7:15 a.m. to 3:15 p.m. Classes begin at 7:40 a.m. and end at 2:15 p.m. All six class periods meet on Monday, Tuesday, and Friday, with an additional 20-minute reading period. On Wednesday, periods one, three, and five meet; on Thursday, periods two, four, and six meet.

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 county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	46%	31%	28%
Girls in Fitness Zone	64%	37%	33%
Fifth graders in Fitness Zone	N/A	24%	26%
Seventh graders in Fitness Zone	55%	35%	31%
Ninth graders in Fitness Zone	N/A	20%	23%
All students in Fitness Zone	55%	34%	30%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent middle schools only.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Terry Calen began his fourth year as principal of Oak Crest in the 2006–2007 school year. Mr. Calen has been employed by the San Dieguito Union School District for 31 years. He taught math and science at San Dieguito High School for 20 years and coached football, volleyball, and track. He has been an athletic director for six years and an assistant principal for seven years at four different schools in the district.

Our leadership team is composed of two counselors, an assistant principal, our media center specialist, the Associated Student Body teacher, and our Title I coordinator, who oversees the federal funding we receive. Our SSC oversees school improvement funds and directs the funding for programs that align with the district and site strategic plan. The principal meets weekly with the San Dieguito Faculty Association representative.

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	15%	14%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	65%	45%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	35%	55%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

About 15 percent of our teachers have less than three years of teaching experience, which is about the same average for new teachers in other middle schools in California. Our teachers have, on average, 12 years of experience. About 35 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 65 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%	96%	93%
Trainee credential holders	Percentage of staff holding an internship credential	0%	3%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	3%	5%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. 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 Oak Crest hold a full credential. This number is higher than the average for all middle schools in the state. None of the faculty at Oak Crest holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of middle school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few middle school teachers hold this authorization statewide (just five percent). All of the faculty at Oak Crest hold the secondary (single-subject) credential. This number is above the average for middle schools in California, which is 84 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core 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	2%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	2%	37%	38%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	4%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

“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 taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that 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 two percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 38 percent of core courses taught by such middle school teachers statewide.

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 was working without full credentials, compared to seven 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
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	0%	40%	40%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	0%	36%	37%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	0%	39%	40%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	6%	38%	41%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

The table above shows the distribution 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 on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2007–2008 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is zero percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is zero percent, compared to three percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	0%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Our staff members meet at least monthly on minimum (shortened school) days and midyear staff training days to analyze data and discuss concerns about the progress of all struggling students. Each department also has a release day to develop and score assessments in each course. Staff members from all academic areas attended conferences and workshops to develop support programs and receive training in strategies to help all our lower-achieving students.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	4.0
2005–2006	4.0
2004–2005	4.0

Evaluating and Improving Teachers

We perform informal and formal observations to evaluate teachers throughout the year. Formal evaluations follow the California State Standards for the Teaching Profession. New teachers receive extensive coaching and classroom assistance as part of a highly structured state-recognized Beginning Teacher Support and Assessment Program. The principal evaluates new teachers annually. Experienced, long-term teachers receive formal evaluations every other year from the principal or assistant principal. All teachers are “highly qualified” as per the federal law known as No Child Left Behind and have credentials in the subject area they are teaching. All teachers are also trained and credentialed to teach English learners.

Substitute Teachers

We have a large pool of highly qualified substitutes who love to work at Oak Crest. Our teachers are excellent at leaving detailed lesson plans when they are absent, so even at times when a subject-specific substitute is unavailable, instruction time is not lost or wasted.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. 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.

STAFF POSITION	STAFF (FTE)
Counselors	2.0
Librarians	0.0
Psychologists	0.6
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

ACADEMIC GUIDANCE COUNSELORS: Our school has two full-time equivalent academic counselors, which is equivalent to one counselor for every 457 students. Just for reference, California districts employed about one academic counselor for every 780 middle school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

We have two counselors and a full-time librarian, a psychologist, and a speech and language specialist. We also have a health technician on site six hours a day. Resource specialists are available to assist special education students. TAP provides support for low-functioning, nonphysically handicapped special education students. Our Title I coordinator is available daily to support low-income families and their students. We have afterschool tutoring four days a week and one evening per week. Our elective program includes drama, beginning and advance band, art, woodshop, video production, choir, journalism, computer applications, culinary arts, student leadership, Spanish 1 and 2, and Advancement Via Individual Determination (a four-year elective college-preparatory class).

GIFTED AND TALENTED EDUCATION (GATE): A dedicated GATE Advisory Committee, which consists of the Math Department Chair, English Department Chair, two teachers from each department, school counselor, and the principal, meets three times a year to consider applications for entrance into our GATE program. The committee reviews specific criteria for entrance into the GATE program and student progress with placement. To qualify for enrollment in GATE courses, a student must score at the Advanced level on the California Standards Tests and meet criteria based on district assessments and past performances from other educational institutions.

The committee is diligent about including motivated under-represented students in the program, and there are supports in place to ensure success. The Advisory Committee actively seeks to increase the number of students taking honors classes using a waiver process for students who do not meet the specific criteria but are able to be successful in an honors class. Currently we offer honors classes in math and English/language arts.

SPECIAL EDUCATION PROGRAM: Students with Individual Education Programs (IEPs) receive a wide range of support services, and we place them in classes on the basis of their individual needs. They may receive instruction from general education teachers in mainstreamed classes with support from their case managers, they may be enrolled in academic support classes such as Language Arts Support, or they may be in core academic courses such as Pre-Algebra Fundamentals or English Fundamentals. We also offer a Transitional Alternative Program (TAPs) for low-functioning, nonphysically handicapped special education students. We have a team of one part-time and three full-time teachers and two instructional assistants who provide the support necessary for special-needs students to succeed. An onsite speech and language specialist and a psychologist are also part of the IEP team.

ENGLISH LEARNER PROGRAM: Oak Crest Middle School offers its English learners a wide range of support and intervention services. We offer English Language Development for new students who have been in the United States 24 months or less. This class teaches English language through listening, speaking, reading, and writing and provides individualized instruction according to the needs of the learner. The teacher has a Cross-cultural Language and Academic Development (CLAD) credential and speaks Spanish. The student teacher ratio is 13 to 1, and a bilingual instructional aid is present for more support.

A Title I coordinator directs and delivers Title I services to our English learners and communicates with parents regularly. He also coordinates and facilitates meetings with parents, teachers, and students who require more intervention and support. We provide afterschool services for those students who are not proficient in both English and math, as well as tutorial services during instructional minutes on block days.

Our English learner teachers are highly qualified in instructional strategies for students learning English. Our school district offers continuous staff development for current strategies and the art of teaching that enhance our students' progress. We also offer math, history, and science classes to non-native English speakers that are taught in English but are designed to provide more support and more depth for comprehension.

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. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

In sixth grade, students read short stories, legends, historical fiction, poetry, essays, and plays. By seventh grade, students write and research longer papers and essays that persuade others with logic and reason. In the eighth grade, we expect students to read serious novels and write book reports that draw conclusions. You can read the California standards for [English/language arts](#) on the CDE's Web site.

Math

In sixth grade, students expand upon their knowledge of mathematical concepts, including how to add, subtract, multiply, and divide whole numbers, fractions, decimals, and positive and negative integers. They learn basic principles of statistics, probability, and ratios as well as how to analyze data and use geometry formulas. In seventh grade, we expect students to understand the Pythagorean theorem, calculate surface area and volume, and increase their facility with fractional numbers, ratios, and proportion. Eighth graders now study algebra, which for decades was taught in ninth grade. You can read the [math standards](#) on the CDE's Web site.

Science

The science program focuses on [earth science](#) in the sixth grade, with units on plate tectonics, thermal energy, and ecology. Our seventh graders study [life science](#), covering cell biology, genetics, evolution, and structure and function in living systems. In eighth grade, we focus on the [physical sciences and chemistry](#). Units in the physical sciences focus on motion, forces, and structures of matter. Chemistry units include the periodic table, reactions, and the properties of density and buoyancy. Science content standards are available for [all grade levels](#) on the CDE's Web site.

Social Science

In the sixth grade, students study world history and ancient civilizations. In the seventh grade, they will continue their study of world history, starting with medieval times and continuing through the 18th century. They turn to American history in the eighth grade, up through Reconstruction. They learn to research topics on their own, develop their own point of view, and interpret history. You can read the [social studies standards](#) on the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

RESOURCES

Buildings

Our main building is 56 years old. We have a morning custodian, two night-time custodians, and a grounds keeper who keep the campus clean and in good working order. Requisitions are made on a regular basis to fix and maintain the campus. Two new science classrooms will be added next year and we will be remodeling two other science classrooms. We will be converting our woodshop into a science and math technology lab called CESMART. All rest rooms and classrooms are cleaned every day. Each year Oak Crest makes facility requests that improve the campus. We have installed audio/video cabling throughout the school and can provide live and taped video broadcasts to all classrooms.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. 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

The main library provides resources such as textbooks, reference materials, magazines, and encyclopedias. A separate reading room decorated with plants and posters affords a quieter place for students to silently study or quietly relax. We currently have over 19,000 books that provide the foundation for all areas of the curriculum and a 17-station computer lab that allows students access to online resources such as Wordbook and our Scholastic Reading program. The library staff includes a full-time credentialed media teacher and a full-time clerk who know how to let kids be kids while maintaining a safe and nurturing environment. Our motto is to “get them in and make them want to come back.” We also have parent volunteers who come to help students at lunch, cover books, and keep the stacks organized.

Aside from using the library with their classroom teachers, students visit the library before, during, and after school. The library is open from 7:15 a.m. to 3:15 p.m. daily and on Wednesday evenings from 3:30 p.m. to 6:30 p.m. Every student receives an orientation to the library in the beginning of the school year. In addition, all students are given an online reading inventory called Scholastic Reading Inventory that determines their reading level. It provides titles of books for their level and their interests. Many teachers use this resource to provide extra credit in their classrooms as well as to promote our schoolwide goal of inspiring students to read. The library staff stresses the importance of reading to improve reading skills. After they finish a book students can test their knowledge by taking the Scholastic Reading Quiz, which covers 5,000 titles.

Computers

We have 288 computers available for student use, which means that, on average, there is one computer for every three students. There are 44 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	4	4
Internet-connected classrooms	44	40	34

SOURCE: CBEDS census of October 2006. County and state averages represent middle schools only.

Students may use the main computer lab from 7:15 a.m. to 3:15 p.m. We use additional computer labs for READ 180, yearbook, and computer applications classes. Our main software program is Microsoft Office. Teachers integrate technology into their curriculum and use computers for grade management, communicating with parents via email and teacher Web sites, and accessing student test data.

Parent Involvement

Parents are involved in many ways at Oak Crest. They are members of our SSC; Oak Crest Parent Foundation; and the advisory committees for technology, safety, and GATE. The parent foundation has more than 450 members, including more than 150 parent volunteers who help with schedule distribution, student picture day, magazine sales, testing week, copy room work, the media center and computer lab, and Spirit Day and Wave Camp. The foundation also provides valuable funds to support curricular programs through minigrants to teachers and large grants for the principal. In 2006–2007 it raised over \$25,000. The support these parents provide has been invaluable. To find out how you can be involved in our school, please call our principal, Terry Calen.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$89,119,141	N/A	N/A
Expenses per student	\$7,412	\$7,645	\$7,521
FISCAL YEAR 2004–2005			
Total expenses	\$83,173,601	N/A	N/A
Expenses per student	\$7,088	\$7,267	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,412 per student in the 2005–2006 school year, compared to an average of \$7,645 per student spent by similar (high school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$89,119,141. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership's Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

District Salaries, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. 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	\$38,351	\$39,456
Midrange teacher's salary	\$71,338	\$66,091
Highest-paid teacher's salary	\$89,735	\$82,529
Average principal's salary (middle school)	\$114,953	\$104,975
Superintendent's salary	\$168,000	\$171,138
Percentage of budget for teachers' salaries	41%	37%
Percentage of budget for administrators' salaries	6%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Last year our parent foundation raised more than \$26,000 in funds to supplement the support we receive through district and state funding. Our Associated Student Body annual magazine sales also raised more than \$35,000. State funds that are granted for specific purposes are directed to programs designed to help close the achievement gap. These funds are administered by our SSC.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 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 (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure 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 you make 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.

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» Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



STUDENT AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

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

GROUP	ENROLLMENT
Number of students	914
African American	1%
American Indian or Alaska Native	0%
Asian	4%
Filipino	1%
Hispanic or Latino	20%
Pacific Islander	1%
White (not Hispanic)	72%
Multiple or no response	1%
Socioeconomically disadvantaged	16%
English learners	10%
Students with disabilities	7%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

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

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	442
Grade 8	472
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2004–2005	2005–2006	2006–2007
English	26	29	27
History	31	29	29
Math	28	28	28
Science	30	30	30

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course, Detail

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

SUBJECT	2004–2005			2005–2006			2006–2007		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	16	18	10	8	11	18	8	16	12
History	3	17	13	3	21	10	5	15	12
Math	7	17	12	4	25	6	5	19	9
Science	1	30	0	1	29	1	2	25	2

SOURCE: CBEDS, October 2006.

Teacher Credentials

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

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	41	42	40	N/A
Without Full Credential	1	0	0	N/A

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

STUDENT PERFORMANCE

California Standards Tests (CST)

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

CST Results for All Students: Three-Year Comparison

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

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	72%	67%	73%	71%	73%	74%	40%	42%	43%
History/Social Social	66%	72%	68%	61%	63%	61%	32%	33%	33%
Mathematics	64%	65%	66%	55%	57%	54%	38%	40%	40%
Science	N/A	74%	74%	61%	69%	69%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2006–2007	HISTORY/ SOCIAL SCIENCE 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	95%	89%	92%	95%
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	36%	42%	32%	46%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	82%	74%	75%	81%
Boys	68%	70%	67%	76%
Girls	78%	65%	66%	72%
Economically disadvantaged	35%	37%	32%	39%
English learners	10%	25%	14%	18%
Students with disabilities	25%	23%	16%	38%
Students receiving migrant education services	25%	29%	25%	36%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Achievement Test, Sixth Edition (CAT/6)

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

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

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

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	72%	78%	78%	80%	81%	80%	41%	42%	42%
Mathematics	72%	74%	76%	80%	83%	85%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

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

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

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	95%	N/A
Filipino	N/A	N/A
Hispanic or Latino	45%	43%
Pacific Islander	N/A	N/A
White (not Hispanic)	86%	85%
Boys	72%	76%
Girls	84%	77%
Economically disadvantaged	42%	41%
English learners	15%	20%
Students with disabilities	25%	33%
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

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

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	9	10	10
Similar-schools rank	5	5	7

SOURCE: The API Base Report from July 2007.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+25	+1	+7	865
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+62	-27	+9	710
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+18	+9	+7	902
Economically disadvantaged	+68	-31	+23	688
English learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

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

AYP for the District

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

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

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

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

TEXTBOOKS

Textbook Adoption List (TABLE O)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Holt Literature and Language Arts 7,8	Language Arts	2003	2003
Focus on Life Science	Life Science	2000	2000
Glencoe Algebra I	Math	2002	2002
Glencoe Prealgebra	Math	2002	2002
Focus on Physical Science	Physical Science	2000	2000
Prentice Hall Science Explorer	Science	2000	2000
U.S. History: Independence to 1914	US History	2006	2006
World History: Medieval to Early Modern Times	World History	2006	2006

SOURCE: Textbook data is supplied by the district.