



SCHOOL ACCOUNTABILITY REPORT CARD FOR 2003-2004
SANTA RITA UNION ELEMENTARY SCHOOL DISTRICT

Gavilan View Middle School

ADDRESS: 18250 Van Buren Ave., Salinas, CA 93906 **PHONE:** (831) 443-7212

PRINCIPAL: Thomas W. Dietrich co-principal; John Gutierrez co-principal **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 | 1,148 | 530 | 726 |
| Teachers | Number of classroom teachers (full-time equivalent) | 46 | 24 | 32 |
| Students per teacher | How many students there are per teacher | 25 | 22 | 23 |
| Academic Performance Index | The state's method of combining test scores across all subjects and grade levels | 679 | 652 | 703 |
| Students per computer | How many students share one computer | 8 | 7 | 5 |

Principal's Comments

Welcome to Gavilan Middle School. Our goal is to ease our students' transition from elementary school while preparing them for high school. We accomplish this objective by developing the skills necessary for academic and social success. We help students accept more responsibility for their own actions, recognize their own needs and abilities, and value the feelings and needs of others. Our students also participate in artistic and physical activities to broaden their experiences and strengthen their self-confidence.

Each student enrolls in language arts, social studies, math, science, PE, and two electives or exploratory classes. These include the visual and performing arts, traditional and applied technology, and foreign language instruction in Spanish, French, or Japanese. Students who are deficient in basic math or English skills take an additional support class in lieu of one of their electives.

Major Achievements

- Our Academic Performance Index (API) rose 8 points in 2003-2004 to 679.
- Gavilan View Middle School offers Advancement Via Individual Determination (AVID) at all three grade levels. This college-preparatory program is designed to motivate students to be successful in school with the goal of attending a four-year university.
- Gavilan Middle School was acknowledged as a California State Demonstration Program for Foreign Languages in 1998 and continues to attract multiple inter-district transfer requests from throughout the area.

Focus for Improvement

- Improve reading comprehension, vocabulary, spelling, and mathematics school-wide.
- Achieve a five percent gain in performance on standardized tests for all students in all subject areas as a step toward proficiency, according to California Content Standards.
- Focus teacher training, staff meetings, and expenditures to meet these goals for academic improvement.

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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. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The state Department of Education (CDE) calculates our school’s API score using student test results from the California Standards Tests, the CAT/6, and, for high schools, the California High School Exit Exam. API scores range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800.

Gavilan View’s API was 679 (out of 1000). This is an increase of eight points compared to last year’s API. Approximately 99 percent of students took the test, which did meet the state’s required participation rate of 90 percent.

API RANKINGS: Based on our API score, our school is ranked on a scale from 1 to 10 (10 being the highest). We receive one ranking that compares us to all middle schools in the state. Compared to all middle schools in California, our school currently ranks 5 out of 10.

We also receive a second ranking that compares us to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 6 out of 10.

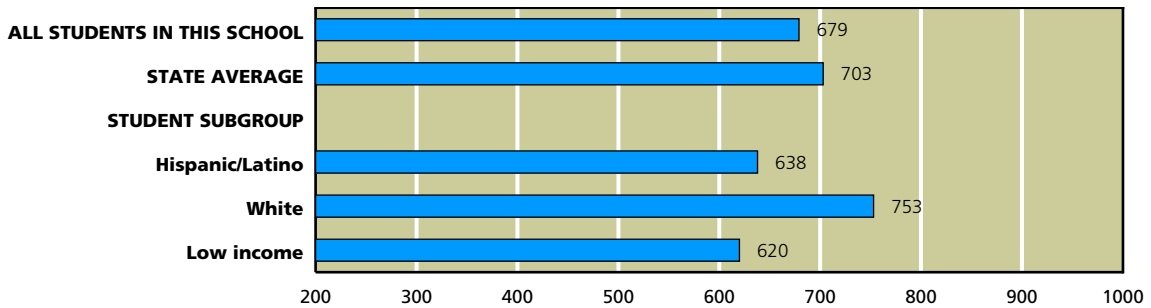
API GROWTH TARGETS: Each year, the state Department of Education sets specific API “growth targets” for every school. They assign one growth target for the entire school, and they set additional targets for ethnic or socioeconomic subgroups that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do not, they may be eligible for awards, such as the Governor’s Performance Award; if they do not, they may receive sanctions. We met our assigned growth targets during the 2003–2004 school year but did not qualify for the Governor’s Performance Award. Just for reference, 55 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 | 679 |
| Growth attained from prior year | +8 |
| Met subgroup* growth targets | No |
| Governor’s Performance Award | No |
| Underperforming school | No |

SOURCE: API based on spring 2004 test cycle. Growth scores alone are displayed, and are current as of February 2004.

*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.

Academic Performance Index, Spring 2004



SOURCE: Academic Performance Index based on spring 2004 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 new requirements set by the federal education law known as No Child Left Behind. This law requires all schools to report how well students are achieving based on a concept called Adequate Yearly Progress (AYP).

To meet AYP, middle schools must meet three criteria. First, a certain percentage of students must score at or above proficient levels on the California Standards Test (13.6 percent on the English test and 16 percent on the math test). These goals must also be met by significant ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 560 or increase the API by one point. Third, 95 percent of the student body must take the required standardized tests.

If a school fails to meet even one of the criteria, it fails to meet AYP. While all schools must report their progress towards meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. If these schools fail to meet AYP for two consecutive years or more, they must provide special services to students, such as a transfer to a different school or tutoring. In some cases, the school faces intervention from the state of California.

| FEDERAL AYP ADEQUATE YEARLY PROGRESS | |
|---|------------|
| Met AYP | No |
| Met schoolwide participation rate | Yes |
| Met schoolwide test score goals | Yes |
| Met subgroup* participation rate | Yes |
| Met subgroup* test score goals | No |
| Met schoolwide API for AYP | No |
| Program Improvement School | No |

SOURCE: AYP is based on the Accountability Progress Report of January 21, 2005. A school can be in Program Improvement based on students’ test results in the 2003–2004 school year or earlier.

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

Adequate Yearly Progress, Detail by Subgroup

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

| | English/Language Arts | | Math | |
|------------------------------|------------------------------------|--|------------------------------------|--|
| | DID 95% OF STUDENTS TAKE THE TEST? | DID 13.6% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST? | DID 95% OF STUDENTS TAKE THE TEST? | DID 16% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST? |
| SCHOOLWIDE RESULTS | ● | ● | ● | ● |
| SUBGROUPS OF STUDENTS | | | | |
| Low income | ● | ● | ● | ● |
| Students with disabilities | ● | ● | ● | ● |
| Students learning English | ● | ● | ● | ● |
| STUDENTS BY ETHNICITY | | | | |
| African American | ● | ● | ● | ● |
| American Indian | ● | ● | ● | ● |
| Asian | ● | ● | ● | ● |
| Filipino | ● | ● | ● | ● |
| Hispanic/Latino | ● | ● | ● | ● |
| Pacific Islander | ● | ● | ● | ● |
| White/Other | ● | ● | ● | ● |

The table at left shows where we met our AYP goals. The gray dots represent where we’ve met our goals; 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.

SOURCE: AYP release of January 2005, Calif. Dept. of Education.

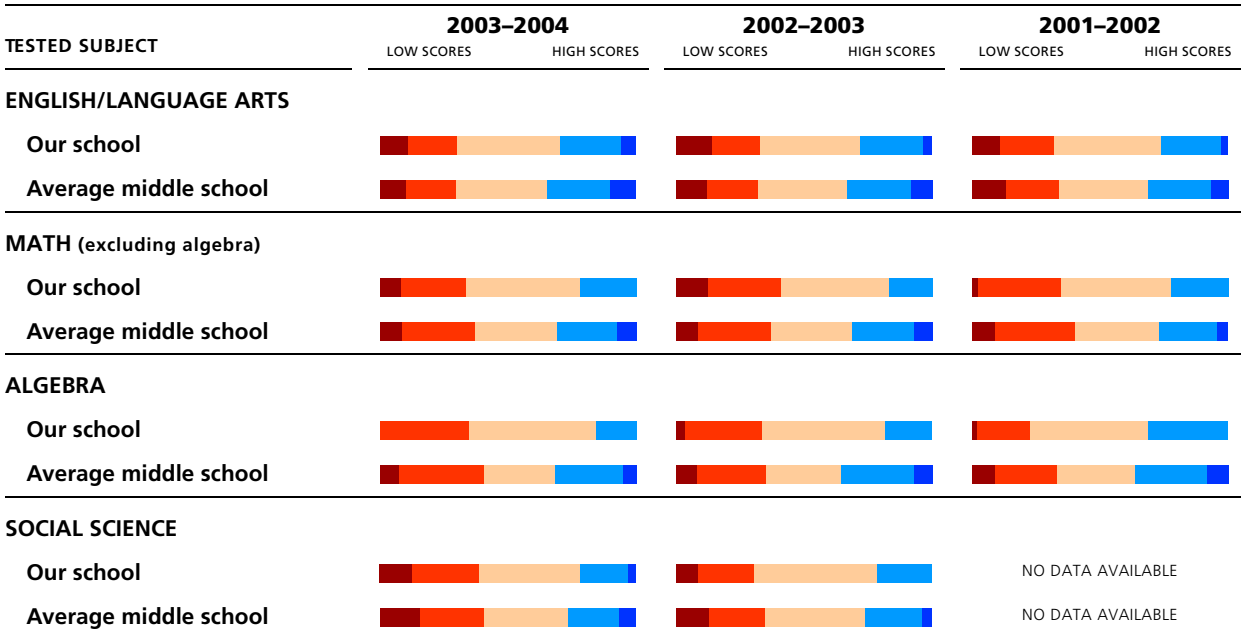
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests in selected subjects. We present our schoolwide results next to the results for 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 Standards on which these tests are based. If you'd like more information about the CSTs, please contact our principal or our teaching staff.

California Standards Test Scores

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

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



SOURCE: The scores for the California Standards Tests are from the spring 2004 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 they release 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 Test Scores: Top Scores Only (Advanced and Proficient)

| TESTED SUBJECT | 2003-2004 | 2002-2003 | 2001-2002 |
|---------------------------------|-----------|-----------|-----------|
| ENGLISH/LANGUAGE ARTS | | | |
| Our school | 31% | 29% | 28% |
| Average middle school | 35% | 34% | 32% |
| MATH (excluding algebra) | | | |
| Our school | 23% | 19% | 24% |
| Average middle school | 32% | 32% | 28% |
| ALGEBRA | | | |
| Our school | 17% | 20% | 32% |
| Average middle school | 32% | 36% | 37% |
| SOCIAL SCIENCE | | | |
| Our school | 23% | 23% | N/A |
| Average middle school | 28% | 28% | N/A |

SOURCE: The scores for the California Standards Tests are from the spring 2004 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 they release the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

Frequently Asked Questions

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and our concern for statistical reliability, we have omitted grade-level detail from these test results. Presenting the results at the schoolwide level enables readers to view the results of far more students than any one grade level would contain. This also improves the statistical reliability of the results. Grade-level results can be found online at the [STAR testing Web site](#).

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, and 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. The number of questions students must answer correctly in order to be grouped into one of these five proficiency levels is revealed in the [CDE's technical memo](#) available 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 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 similarly difficult. This is reflected in the results, with just over 36 percent of elementary school students scoring proficient or advanced on the English/language arts test. Our state's standards are considered by experts to be among the clearest and most rigorous in the country. To see for yourself how difficult the [California Standards](#) are, spend a few minutes reviewing them.

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 10 or fewer students in one grade or subgroup take a test, state officials remove their scores from the report. They do this 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 WHEN VIEWED AT THE SCHOOL LEVEL? The reliability of results depends on the number of students tested and the number of questions on the test. The scores of 300 students who answered 60 questions, for example, result in a very reliable schoolwide score. This means the results would be very similar if the same test were given to an identical group of students. However, if you're reviewing the scores of only 20 students, you can expect the results to be quite different than if another group of 20 nearly identical students took the test. When fewer than 30 students' scores are available, we do not report them because of this low level of reliability.

WHERE CAN I FIND SAMPLE TEST QUESTIONS TO REVIEW? You can find sample test questions for all of the California Standards Tests by going to the [CDE's Web site](#). They are a helpful way to see actual samples of live questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The California Department of Education has placed a wealth of resources on its Web site. First, the STAR test reporting 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. Explanations of [technical terms](#) and scores can be most helpful. You'll also find a guide to navigating the STAR reporting tool, 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 HIGHER | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|----------------------|-----------------|---|
| SCHOOLWIDE AVERAGE | | | 31% | 99% | SCHOOLWIDE AVERAGE: About four percent fewer students at our school scored proficient or higher than at the average middle school in California. |
| AVERAGE MIDDLE SCHOOL IN CALIFORNIA | | | 35% | 98% | |

English/Language Arts, by subgroup

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

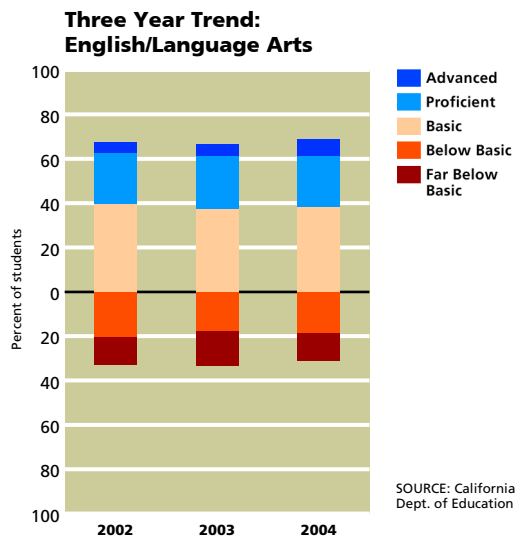
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR HIGHER | STUDENTS TESTED | COMMENTS |
|------------------------------|-------------------|-------------|----------------------|-----------------|--|
| Boys | | | 25% | 557 | GENDER: About 11 percent more girls than boys at our school scored proficient or higher. |
| Girls | | | 36% | 528 | |
| English proficient | | | 38% | 849 | ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage. |
| English learners | | | 3% | 234 | |
| Low income | | | 20% | 435 | INCOME: About 18 percent fewer students from lower income families scored proficient or higher than our other students. |
| Not low income | | | 38% | 632 | |
| 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 | | | 32% | 1,023 | |
| African American | | | 26% | 35 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap. |
| Asian American | | | 61% | 31 | |
| Filipino | | | 39% | 77 | |
| Hispanic | | | 21% | 667 | |
| White | | | 49% | 233 | |

SOURCE: The scores for the California Standards Tests are from the spring 2004 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 they release 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 California Department of Education withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands, or more students in the top proficiency bands.

You can read the California standards for English/language arts for [sixth](#) grade, [seventh](#) grade, and [eighth](#) grade at the California Department of Education's Web 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 HIGHER | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|----------------------|-----------------|---|
| SCHOOLWIDE AVERAGE | | | 23% | 88% | SCHOOLWIDE AVERAGE: About nine percent fewer students at our school scored proficient or higher than at the average middle school in California. |
| AVERAGE MIDDLE SCHOOL IN CALIFORNIA | | | 32% | 85% | |

Math (excluding algebra), by subgroup

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 HIGHER | STUDENTS TESTED | COMMENTS |
|------------------------------|-------------------------------|-------------|----------------------|-----------------|--|
| Boys | | | 23% | 501 | GENDER: About the same percent of boys and girls at our school scored proficient or higher. |
| Girls | | | 24% | 463 | |
| English proficient | | | 29% | 738 | ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage. |
| English learners | | | 4% | 226 | |
| Low income | | | 16% | 402 | INCOME: About 13 percent fewer students from lower income families scored proficient or higher than our other students. |
| Not low income | | | 29% | 545 | |
| 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 | | | 25% | 918 | |
| African American | | | 20% | 35 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap. |
| Asian American | DATA STATISTICALLY UNRELIABLE | | N/S | 16 | |
| Filipino | | | 36% | 67 | |
| Hispanic | | | 15% | 608 | |
| White | | | 41% | 201 | |

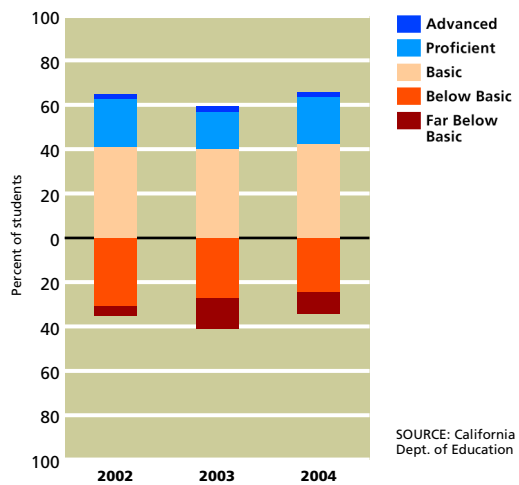
SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. 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 California Department of Education 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 other than 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. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands, or more students in the top proficiency bands.

You can read the [sixth](#) and [seventh](#) grade math standards at the California Department of Education's Web site.

Three Year Trend: Math



Algebra I

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

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

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR HIGHER | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|----------------------|-----------------|---|
| SCHOOLWIDE AVERAGE | | | 17% | 30% | SCHOOLWIDE AVERAGE: About 15 percent fewer students at our school scored proficient or higher than at the average middle school in California. |
| AVERAGE MIDDLE SCHOOL IN CALIFORNIA | | | 32% | 38% | |

Algebra I, by subgroup

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

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

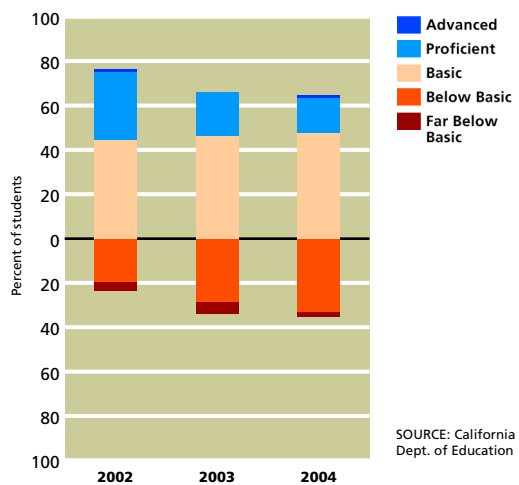
| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR HIGHER | STUDENTS TESTED | COMMENTS |
|------------------------------|-------------------------------|-------------|----------------------|-----------------|--|
| Boys | | | 27% | 44 | GENDER: About 17 percent more boys than girls at our school scored proficient or higher. |
| Girls | | | 10% | 61 | |
| English proficient | | | 16% | 99 | 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 | 28 | 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 | | | 17% | 76 | |
| 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 | | | 17% | 105 | |
| Asian American | DATA STATISTICALLY UNRELIABLE | | N/S | 11 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap. |
| Hispanic | | | 12% | 52 | |
| White | DATA STATISTICALLY UNRELIABLE | | N/S | 28 | |

SOURCE: The scores for the California Standards Tests are from the spring 2004 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 they release 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 California Department of Education 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 students’ algebra results separately because of the central importance of algebra in the California math standards. 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. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands, or more students in the top proficiency bands.

About 30 percent of our students took the algebra standards test, compared to 38 percent of all middle school students statewide. You can review the [algebra](#) standards on the California Department of Education’s Web site.

Three Year Trend: Algebra I



History/Social Science

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

FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR HIGHER | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|----------------------|-----------------|---|
| SCHOOLWIDE AVERAGE | | | 23% | 94% | SCHOOLWIDE AVERAGE: About five percent fewer students at our school scored proficient or higher than at the average middle school in California. |
| AVERAGE MIDDLE SCHOOL IN CALIFORNIA | | | 28% | 98% | |

History/Social Science

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 HIGHER | STUDENTS TESTED | COMMENTS |
|------------------------------|-------------------------------|-------------|----------------------|-----------------|--|
| Boys | | | 24% | 148 | GENDER: About two percent more boys than girls at our school scored proficient or higher. |
| Girls | | | 22% | 181 | |
| English proficient | | | 28% | 268 | ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage. |
| English learners | | | 2% | 59 | |
| Low income | | | 16% | 128 | INCOME: About 12 percent fewer students from lower income families scored proficient or higher than our other students. |
| Not low income | | | 28% | 200 | |
| 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 | | | 23% | 329 | |
| Asian American | DATA STATISTICALLY UNRELIABLE | | N/S | 15 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap. |
| Filipino | DATA STATISTICALLY UNRELIABLE | | N/S | 25 | |
| Hispanic | | | 17% | 204 | |
| White | | | 32% | 69 | |

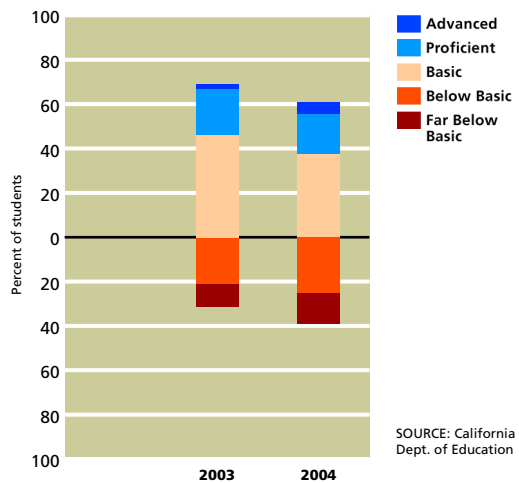
SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. 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 California Department of Education 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.

Our eighth grade students took the history/social science California Standards Test for the first time in 2003. For this reason, you'll see just two years of results.

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. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands, or more students in the top proficiency bands.

You can read the [eighth](#) grade history/social science standards at the California Department of Education's Web site.

Two Year Trend: Social Science



California Achievement Test (CAT/6)

The CAT/6 is a “nationally normed” test, which means that students are scored against each other, much like being graded “on the curve.” The CAT/6 reflects national academic standards, and it enables us to see how our students are doing compared to other students in the nation. We’ve constructed two schoolwide perspectives on the results: high-scoring students (those in the top quarter of students nationally) and students scoring at or above average (those in the top half). We also separate the scores of students proficient in English compared to their peers, and the scores of students still learning English compared to their peers.

| SUBJECT | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|--|---|------------|----------------|---------------|
| READING | | | | |
| High-scoring students | Percent of students scoring at or above the 75th percentile nationally | 12% | 15% | 19% |
| Students scoring at or above average (all students) | Percent of students scoring at or above the 50th percentile nationally | 39% | 38% | 44% |
| English proficient students | Percent of English proficient students scoring at or above the 50th percentile nationally | 47% | 53% | 53% |
| English learners | Percent of English learners scoring at or above the 50th percentile nationally | 9% | 9% | 10% |
| LANGUAGE | | | | |
| High-scoring students | Percent of students scoring at or above the 75th percentile nationally | 16% | 17% | 21% |
| Students scoring at or above average (all students) | Percent of students scoring at or above the 50th percentile nationally | 38% | 38% | 44% |
| English proficient students | Percent of English proficient students scoring at or above the 50th percentile nationally | 46% | 53% | 53% |
| English learners | Percent of English learners scoring at or above the 50th percentile nationally | 8% | 11% | 12% |
| MATH | | | | |
| High-scoring students | Percent of students scoring at or above the 75th percentile nationally | 18% | 17% | 24% |
| Students scoring at or above average (all students) | Percent of students scoring at or above the 50th percentile nationally | 47% | 42% | 49% |
| English proficient students | Percent of English proficient students scoring at or above the 50th percentile nationally | 56% | 55% | 57% |
| English learners | Percent of English learners scoring at or above the 50th percentile nationally | 17% | 17% | 20% |

SOURCE: The scores for the CAT/6 are from the spring 2004 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release 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 Gavilan View, 39 percent of students scored at or above average in reading (compared to 44 percent statewide); 38 percent scored at or above average in language (compared to 44 percent statewide); and 47 percent scored at or above average in math (compared to 49 percent statewide). The subject with the most students scoring at or above average was math.

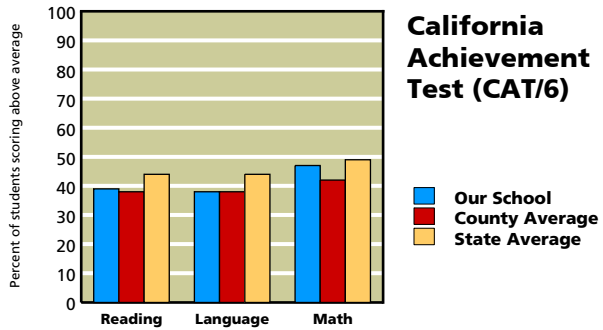
HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At Gavilan View, 12 percent of students scored at the top in reading (compared to 19 percent statewide); 16 percent scored at the top in language (compared to 21 percent statewide); and 18 percent scored at the top in math (compared to 24 percent statewide). The subject with the most high-scoring students was math.

ENGLISH PROFICIENT STUDENTS SCORING ABOVE AVERAGE: Here we've separated the results of students who are English proficient from students who are learning English. At Gavilan View, 47 percent of English proficient students scored at or above average in reading (compared to 53 percent statewide); 46 percent scored at or above average in language (compared to 53 percent statewide); and 56 percent scored at or above average in math (compared to 57 percent statewide). The subject with the most English proficient students scoring at or above average was math.

ENGLISH LEARNERS SCORING ABOVE AVERAGE: This view of test scores examines how well students classified as English learners performed on the CAT/6. At Gavilan View, nine percent of English learners scored at or above average in reading (compared to ten percent statewide); eight percent scored at or above average in language (compared to 12 percent statewide); and 17 percent of English learners scored at or above average in math (compared to 20 percent statewide). The subject with the most English learners scoring at or above average was math.

Our CAT/6 Results Compared

Students at our school take the CAT/6 in grades six through eight. In the graph to the right, you'll see the results of all students in each of the subjects we tested. The values displayed represent the percent of our students who scored at or above average compared to other middle students in the county and state. This is just one way to view results. More specific grade-level results are available on request.



SOURCE: Spring 2004 test cycle. County and state averages represent middle schools only.

Other Measures of Student Achievement

We compare student work to grade level standards as one measure of gauging student achievement. We base all of our lessons and materials on state standards in order to achieve our goal of improving vocabulary, reading comprehension, and spelling. Our staff collaborates to design curricula and address the needs of academically struggling students, special education students, and English learners. We also use standardized tests and classroom tests to measure student achievement.

STUDENTS

Students' English Language Skills

At Gavilan View, 81 percent of students were considered to be proficient in English, compared to 78 percent of middle school students in California overall. Of the 19 percent of Gavilan View students who were still learning English, 12 percent advanced to English proficiency since the census of 2003–2004.

| LANGUAGE SKILLS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| English proficient students | 81% | 67% | 78% |
| English learners | 19% | 33% | 22% |

SOURCE: Language Census for school year 2003–2004. County and state averages represent middle schools only.

Home Languages of Students Learning English

Please note that the adjacent table describes the home languages of just the 223 students classified as English learners. At Gavilan View, 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% | 86% |
| Vietnamese | 0% | 0% | 2% |
| Hmong | 0% | 0% | 1% |
| Cantonese | 0% | 0% | 1% |
| Filipino/Tagalog | 3% | 1% | 1% |
| Khmer/Cambodian | 0% | 0% | 1% |
| Korean | 1% | 0% | 1% |
| All other | 1% | 2% | 6% |

SOURCE: Language Census for school year 2003–2004. County and state averages represent middle schools only.

Ethnicity

Most students at Gavilan View identify themselves as Latino/Hispanic. In fact, there are about three times as many Latino/Hispanic students as White/European American/Other students, the second-largest ethnic group at Gavilan View. The state of California allows citizens to choose more than one ethnic identity, or to select “multi-ethnic” 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 | 4% | 4% | 8% |
| Asian American/Pacific Islander | 11% | 7% | 10% |
| Latino/Hispanic | 62% | 60% | 44% |
| White/European American/Other | 23% | 30% | 37% |

SOURCE: CBEDS census of October 2003. 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 \$34,040 a year (based on a family of four). At Gavilan View, 40 percent of the students qualified for this program, compared to 48 percent of students in California.

| FAMILY FACTORS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| Low-income indicator | 40% | 54% | 48% |
| Parents with some college | 38% | 47% | 56% |
| Parents with college degree | 15% | 27% | 31% |

SOURCE: The free and reduced-price lunch information is gathered by most districts at the start of each school year in October. This is from the 2003–2004 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 38 percent of the students at Gavilan View have attended college, and 15 percent have a college degree. Note that not all students provide this data, so it may be less than fully accurate.

CLIMATE FOR LEARNING

Average Class Sizes

Classes at Gavilan View vary in average class size from a low of 29 students to a high of 31. Our average class size schoolwide is 31 students. The average class size for middle schools in the state is 29 students. The adjacent 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 | 29 | 28 | 27 |
| History | 31 | 29 | 30 |
| Math | 30 | 28 | 29 |
| Science | 30 | 29 | 30 |

SOURCE: CBEDS census, October 2003. 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. These facts are a summary of the reports we've filed with the California Safe School Assessment. If you wish, you may request additional information by contacting the district office.

| NUMBER OF INCIDENTS PER 1,000 STUDENTS | 2001-2002 | 2002-2003 | 2003-2004 |
|--|-----------|-----------|-----------|
| Drug or alcohol related | 4 | 4 | 2 |
| Crimes against people | 14 | 5 | 3 |
| Property crimes | 3 | 4 | 6 |

SOURCE: California Safe School Assessment, last reported for the 2001-2002 school year.

In the calendar year 2004, we reported two drug or alcohol incidents (two per thousand students), four crimes against people (three per thousand students), and seven property crimes (six per thousand students). For comparison, in 2001 the average middle school in California reported four drug or alcohol incidents per thousand students, 10 crimes against people per thousand students, and five property crimes per thousand students. Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

The full report of the [California Safe School Assessment](#) for 2001 can be found on the Web site of the California Department of Education. Because the law creating this crime assessment was not renewed by the Legislature, this is the last year this report was published.

The Gavilan View staff works hard to maintain a safe and orderly campus. We monitor school grounds from 7:30 a.m. until immediately after dismissal at 3:10 p.m. Teachers and other staff supervise students during passing periods, break, and lunch. We updated our comprehensive school safety plan in 2002 and hold fire, earthquake, and intruder drills regularly.

Homework

Most teachers assign homework Monday through Thursday, and sometimes students complete extended assignments over the weekend. We expect all students to keep track of their assignments in homework calendars. Teachers have developed a testing calendar to track test and quiz dates during the week. Students can receive homework help from qualified staff during lunch and after school in our three Homework Centers.

Discipline

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

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

Our discipline plan includes both positive and negative incentives to motivate students to behave appropriately. Negative incentives include warnings, parent contact, detention, Saturday Work Program, and suspension. Many enjoyable school activities are open only to students with good academic performance, attendance, and behavior. We encourage students to participate in clubs and to join sports teams. We regularly hold special evening events such as dances, recreation nights, skating, bowling, and beach trips.

| SUSPENSIONS AND EXPULSIONS | YEAR | OUR SCHOOL | DISTRICT AVERAGE |
|-------------------------------------|------------------|------------|------------------|
| Suspensions per 100 students | 2003–2004 | 22 | N/A |
| | 2002–2003 | 17 | 17 |
| | 2001–2002 | 21 | 21 |
| Expulsions per 100 students | 2003–2004 | 0 | N/A |
| | 2002–2003 | 1 | 1 |
| | 2001–2002 | 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.

During the 2003–2004 school year, we suspended 249 students and expelled none. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percent 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.

| CATEGORY | OUR SCHOOL | DISTRICT AVERAGE | STATE AVERAGE |
|------------------------------|------------|------------------|---------------|
| Boys in Fitness Zone | 28% | 28% | 27% |
| Girls in Fitness Zone | 37% | 37% | 31% |
| Total | 32% | 32% | 29% |

SOURCE: 2003–2004 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. NOTE: Percentages represent ninth graders only.

Schedule

Our school year runs from late August to mid-June. Our campus is open from 7:30 a.m. to 4:15 p.m. daily. Classes are from 8:15 a.m. to 3:10 p.m. The Homework Center is open Monday through Thursday from 3:15 p.m. to 4:15 p.m. and during the lunch period.

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 7 | 64,020 | 54,000 |
| Grade 6 | 64,020 | 54,000 |
| Grade 8 | 64,020 | 54,000 |

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Thomas W. Dietrich co-principal; John Gutierrez co-principal has been principal of this school for 24 years.

Our co-principal, Thomas Dietrich, has 24 years of experience as a principal here at Gavilan. He has seven years of experience as a teacher. Co-principal John Gutierrez has been a principal at this school for one year and has one year of experience as a principal. He has six years of experience as a teacher.

Our teachers collaborate in grade level teams corresponding to their language arts core classes and to their single-subject teaching assignments. These teams align instruction to the state standards, oversee the implementation of curriculum, and guide the use of instructional materials. Teachers from these grade level teams also serve on the school’s Leadership Team and the School Site Council.

Teacher Experience and Education

| KEY FACTOR | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|------------|----------------|---------------|
| Teaching experience | Average years of teaching experience | 14 | 13 | 12 |
| Newer teachers | Percent of teachers with one or two years of teaching of experience | 9% | 13% | 14% |
| Teachers holding a B.A. degree only | Percent holding a bachelor’s degree only from a four-year college | 74% | 68% | 69% |
| Teachers holding an M.A. degree or higher | Percent holding a master’s degree or higher from a graduate school | 26% | 32% | 31% |

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. 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.

About nine percent of our teachers are relatively new to teaching, having taught two years or less. This is below the percentage of new teachers in other middle schools in California. Our teachers have, on average, 14 years of experience. About 74 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 26 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 teachers holding a full, clear authorization to teach | 96% | 86% | 88% |
| Trainee credential holders | Percent of staff holding an internship credential | 2% | 5% | 7% |
| Emergency permit holders | Percent of staff holding an emergency permit | 2% | 11% | 6% |
| Teachers with waivers | Lowest level of accreditation, used by districts when they have no other option | 0% | 1% | 0% |

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. 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.

About 96 percent of the faculty at Gavilan View hold a full credential. About two percent of the faculty at Gavilan View hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, seven percent of middle school teachers throughout the state hold trainee credentials. Finally, about two percent of our faculty hold emergency permits. Very few middle school teachers hold this authorization statewide (just six percent).

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 standard in NCLB | 3% | 35% | 48% |
| Out-of-field teaching: courses | Percentage of algebra and science courses taught by a teacher who lacks the right credential for the course | 32% | 24% | 36% |
| 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 | 33% | 23% | 36% |
| Teachers lacking a full credential | Percentage of teachers without a full, clear credential | 4% | 14% | 12% |

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the Calif. Dept. of Education. Average represents median. Data on Teachers lacking a full credential is derived from the Professional Assignment and Information Form (PAIF) of October 2003.

This year, all schools in the nation are required by federal law to report new facts about teachers. These facts are intended to share with parents the experience and qualifications of our teaching staff. The federal law known as No Child Left Behind (NCLB) now asks schools to report the number of teachers considered to be “highly qualified.” As defined under NCLB, “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. In the table above, we report the percentage of our core courses that are taught by teachers who are considered to be less than “highly qualified” as defined by NCLB.

Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. About four percent of our teachers were working without full credentials, compared to 12 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 | Percent of algebra courses taught by a teacher lacking the right subject area authorization | 30% | 18% | 29% |
| Enrollment | Percent of algebra students taught by a teacher lacking the right subject area authorization | 30% | 17% | 28% |
| SCIENCE | | | | |
| Courses | Percent of science courses taught by a teacher lacking the right subject area authorization | 33% | 27% | 41% |
| Enrollment | Percent of science students taught by a teacher lacking the right subject area authorization | 34% | 27% | 40% |

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

In addition, we report on 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 in middle school, algebra teachers aren’t 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 grade levels. Note that our school board’s policy determines which grade levels are elementary level, and hence require teachers to hold an elementary (multiple subject) credential, and which 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 2004–2005 school year.

Districtwide Distribution of Not “Highly Qualified” Teachers

This table shows how teachers considered to be not “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.

| DISTRICT FACTOR | DESCRIPTION | DISTRICT AVERAGE |
|---|--|------------------|
| Courses taught by a teacher not meeting NCLB standards | Percentage of core courses not taught by “highly qualified” teachers | 6% |
| Schools with most low income students | Percentage of core courses not taught by “highly qualified” teachers | 0% |
| Schools with least low income students | Percentage of core courses not taught by “highly qualified” teachers | 0% |

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

The districtwide average is six percent, compared to 48 percent statewide. But for those schools with the highest percentage of students getting free and reduced-price lunches, this factor is zero percent, compared to 60 percent statewide. And for those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is zero percent, compared to 40 percent statewide.

Academic Guidance Counselors

Our school has one full-time equivalent academic counselors. This means that we have the equivalent of one counselor for every 1,148 students. Just for reference, California districts employ about one academic counselor for every 822 middle school students in the state.

Evaluating and Improving Teachers

Administrators evaluate new and temporary teachers each school year, and permanent or tenured employees every other school year. The principals evaluate teachers by making a series of scheduled and unscheduled visits to observe the teacher in action. If the evaluator notes that a teacher needs improvement, he will make recommendations and offer support to that teacher.

Staff Development

At Gavilan View we use test data to identify areas in which our teachers need additional training. For the past two years, we have targeted language arts as one such area. Teachers attend conferences and workshops in language arts and share what they’ve learned with fellow staff members during minimum (shortened) days, teacher workdays, and team meetings.

Teacher Assignment

Our teachers hold valid California teaching credentials or authorizations that qualify them to teach their assigned classes. We base teacher assignments on certification, experience, interest, and skill. We are fortunate to have highly qualified teachers in technical and specialty areas such as math, science, technology, and foreign languages.

Substitute Teachers

We make every effort to ensure continuity of instruction when a teacher is absent. In the event that a substitute teacher is unavailable, we give students an assignment to complete independently in another teacher’s classroom.

Specialized Programs and Staff

We offer classes in Spanish, French, and Japanese, as well as in the performing and visual arts. In the past all of our foreign language teachers have used a state grant to learn the communicative approach to teaching a foreign language. In this way students are immersed in the target language for speedier acquisition. The school also received a California Artsworks Grant to help our staff develop and implement the state’s art standards.

GIFTED AND TALENTED EDUCATION: Starting in second grade, educators identify academically gifted or talented students based on teacher recommendations or tests. When enough students are identified this way, schools create enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 66 students who qualify for this program. Sixth and seventh grade GATE students design and execute projects on a topic designated by the GATE coordinator; eighth grade students choose their own topics. Students then present these projects to staff at various elementary and middle schools for use as supplemental instructional materials.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 95 students who qualify for these **special education** programs. Five special education teachers serve our students who have moderate to severe learning difficulties. These students receive special help in the area of their disability and then attend regular classes for the remainder of the day. We also have several part-time specialists including a counselor, psychologist intern, speech therapist, and mental health intern.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that emphasize gaining fluency in English. We strive to advance our **English learners (EL)** into regular classes as soon as possible. We have one bilingual resource teacher and nine teachers devoted to the multiple proficiency levels of our English learners. Our students typically receive two hours of English instruction in the morning and return for a supplemental English period in the afternoon. Our goal is not only for students to acquire English but also to have access to the core curriculum.

Specialized Resource Staff

In addition to teachers and administrators, our school employs other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Students have access to these staff members either individually or through specific programs. Most of these professionals work part time at our school. For more information on our specialized programs and staff, please contact our principal.

| STAFF POSITION | STAFF (FTE) |
|--|-------------|
| Counselors | 1.0 |
| Librarians | 0.0 |
| Psychologists | .25 |
| Social Workers | 0.0 |
| Nurses | 0.0 |
| Speech/Language/Hearing Specialists | .50 |
| Resource Specialists (non-teaching) | 0.0 |

SOURCE: CBEDS census, October 2003.

CURRICULUM AND TEXTBOOKS

We offer a challenging curriculum founded upon the educational standards set by the state of California. To read more about these standards, contact the California Department of Education at www.cde.ca.gov/BE/ST/SS.

Reading and Writing

All sixth through eighth grade classes, except for English as a Second Language, use Prentice Hall materials that provide instruction according to the state standards in each of four domains: reading, writing, written and oral language conventions, and listening. Teaching teams plan and coordinate instruction for small groups. They make selections for students to read and also provide lessons that incorporate a range of language arts skills.

Math

Our math department offers classes ranging from English Language Development classes for English learners to algebra. Our math curriculum is aligned with state and local standards, and we test students' progress toward these standards throughout the year. Students working below grade level must take support classes. We encourage students to attend the Homework Center during lunch and after school if they need extra help with their math homework.

Science

Our science series includes three books that thoroughly cover the California Content Standards for life, earth, and physical science. Hands-on activities and teacher demonstrations increase students' understanding of these topics. The series teaches reading strategies that help make the material accessible to all students. We have a wide variety of assessments that measure students' understanding of concepts and skills. Our balanced approach builds a strong foundation in science.

Social Studies

As recommended in the California Content Standards for history and social science, all sixth through eighth grade students at our school take a social studies class. Sixth and seventh graders study world history from ancient times to the late 18th century. Eighth graders study U.S. history from the signing of the Constitution to 1914. The social studies classes in all three grades include units on geography, economics, and civics.

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? |
|--|---------------------|----------------|-----------------------------------|--|
| Prentice Hall Language Arts | 2001 | Language arts | Yes | Yes |
| Prentice Hall Math | 2001 | Math | Yes | Yes |
| Prentice Hall Science | 1996 | Science | Yes | Yes |
| Houghton Mifflin Social Studies | 1995 | 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 links below. What you will find is whether we had a textbook for each student in each core course in the 2004–2005 school year, and whether those **textbooks** were in line with the California Content Standards.

RESOURCES

Buildings

Our school includes 43 buildings, of which 33 are portables. Together they accommodate approximately 1,190 people. GGavilan View moved into its current 20-acre facility in the fall of 1987 with 450 students. Currently more than 1,200 staff and students occupy our campus every day. A new middle school is scheduled to open in the fall of 2005, which will reduce our population to approximately 600. We opened a new school library with two computer labs in 2000. The local softball league designed and built a large four-diamond softball complex, which our physical education classes use regularly.

The physical quality of our school buildings influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land we've been given by the public. Please let us know if you think we're succeeding. We welcome your suggestions for improvements.

More facts about the [condition of our school buildings](#), called for by the recent Williams legislation of 2004, are available from the link above. What you will find is the result of a survey we conducted during the 2004–2005 school year to determine whether our buildings were in good repair.

Library

Two part-time library clerks staff our library, which is open daily for students to check out books, study, and visit with their classes. We also open the library before and after school. Students may use the library's six computers for research.

Computers

We have 145 computers available for student use, which means that, on average, there is one computer for every eight students. There are 33 classrooms connected to the Internet.

We have three computer labs on campus. Our traditional computer literacy class uses one, and a second is used by applied technology classes. The third, a Mac lab, is a drop-in lab that is available to all classes. All labs, classrooms and the library have Internet access.

| RESOURCES | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|--------------------------------------|------------|----------------|---------------|
| Students per computer | 8 | 7 | 5 |
| Internet-connected classrooms | 33 | 23 | 33 |

SOURCE: CBEDS census of October 2003. County and state averages represent middle schools only.

Parent Involvement

We welcome parents as valued partners in their child's education, and we encourage them to participate fully. Parents may join a variety of councils and groups, such as the School Site Council, Booster Club, District Curriculum Council, and District Library Committee. The school hosts many evening events to further involve parents, such as Back-to-School Night, Portfolio Night, and evening parent conferences. Parents with specific concerns about their child's progress are invited to visit the school at any time and arrange a parent conference. They can also request a Student Study Team meeting with a team of educators that designs in-class intervention techniques to meet the needs of particular students.

FUNDING

School Expenses, 2003–2004

Our school’s expenses last year totaled \$4,340,570, which equates to \$3,781 per student. This compares to expenses of N/A per student on average for all middle schools in the district.

We spend the majority of our funds on teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction.

Each year groups on campus raise funds for specific purposes. The Booster Club raises funds for the Student Incentive Program, and the Music Boosters raise money to send the band to regional competitions. The Student Council has two fund-raisers each year to support our clubs and sports program.

| CATEGORY OF EXPENSE | OUR SCHOOL (TOTAL DOLLARS) | OUR SCHOOL (DOLLARS PER STUDENT) |
|-----------------------------|----------------------------|----------------------------------|
| Teacher salaries | \$2,856,026 | \$2,488 |
| Other employee salaries | \$315,519 | \$275 |
| Services and other expenses | \$36,552 | \$32 |
| Books and supplies | \$149,204 | \$130 |
| Employee benefits | \$983,269 | \$857 |
| Total | \$4,340,570 | \$3,781 |

SOURCE: This financial report was provided by the business office of the school district.

District Expenses

| CATEGORY OF EXPENSE | OUR DISTRICT | SIMILAR DISTRICTS | ALL DISTRICTS |
|------------------------------|--------------|-------------------|---------------|
| FISCAL YEAR 2003–2004 | | | |
| Total expenses | \$16,696,577 | N/A | N/A |
| Expenses per student (ADA) | \$5,726 | \$6,643 | \$6,919 |
| FISCAL YEAR 2002–2003 | | | |
| Total expenses | \$17,486,695 | N/A | N/A |
| Expenses per student (ADA) | \$6,050 | \$6,542 | \$6,822 |

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$5,726 per student in the 2003–2004 school year. This compares to \$6,643 for the average elementary district in the state. Our total operating expenses for this 2003–2004 year were \$16,696,577.

Additional detail 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 about this is available on the [CDE’s Web site](#).

Actual expenditures for our school alone are not available at this time. For further information, you may contact the superintendent’s office.

District Salaries, 2002–2003

This table reports the salaries of teachers and administrators in our district for the year 2002–2003. More current information for the 2003–2004 school year 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 percent of our district’s total budget dedicated to teachers’ and administrators’ salaries. The cost of health insurance, pensions, and other indirect compensation are not included.

Actual staff salaries for our school alone are not available at this time. For further information, you may contact the superintendent’s office.

| SALARY INFORMATION | DISTRICT AVERAGE | STATE AVERAGE |
|---|------------------|---------------|
| Beginning teacher’s salary | \$31,995 | \$35,949 |
| Midrange teacher’s salary | \$55,532 | \$55,680 |
| Highest-paid teacher’s salary | \$69,005 | \$69,175 |
| Average principal’s salary (middle) | \$83,091 | \$88,426 |
| Superintendent’s salary | \$105,450 | \$118,606 |
| Percent of budget for teachers’ salaries | 46% | 43% |
| Percent of budget for administrators’ salaries | 6% | 6% |

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2002–2003, the Fiscal Services Division, California Department of Education.

TECHNICAL NOTE ON DATA RECENCY: All data is current as of May 15, 2005. The CDE may release additional or revised data for the 2003–2004 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 2003 census); Language Census (April 2004); CAT/6 and California Standards Tests (spring 2004 test cycle); Academic Performance Index (January 2005 growth score release); Adequate Yearly Progress (February 2005). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

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