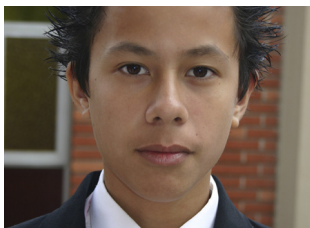




Gilroy High School

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



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

Gilroy High School

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

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws require all schools to publish a SARC each year. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average high school in the county and state. We do this to provide the most meaningful and fair comparisons.

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

How to Contact Our School

750 West Tenth Street

Gilroy, CA 95020

Principal: James Maxwell

Phone: (408) 847-2424

How to Contact Our District

7810 Arroyo Cir.

Gilroy, CA 95020

Phone: (408) 847-2700

<http://www.gusd.k12.ca.us/>



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Gilroy High School

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

» Principal's Message

Gilroy High School is a great place to be a student. We are dedicated to preparing all of our students for their postsecondary education and future lives. Our Academic Coordinators in Student Services, and the staff of the California Student Opportunity Access Program (Cal-SOAP) and Migrant Education programs in the College and Career Center, are caring and qualified, and guide our students as they choose their academic courses and consider postsecondary options. We are using Edline, an interactive Web-based communication tool for students, parents, and teachers. For five consecutive years we have improved our Academic Performance Index (API). We are proud of Gilroy High School, and we encourage you to stop by and visit.

James Maxwell, PRINCIPAL

Grade Range and Calendar

9-12

TRADITIONAL

Academic Performance Index

696

County Average: 717
State Average: 687

Student enrollment

2,509

County Average: 1,404
State Average: 1,313

Teachers

100

County Average: 62
State Average: 56

Students per teacher

25

County Average: 23
State Average: 24

Students per computer

4

County Average: 3
State Average: 4

Major Achievements

- We have increased our API for the fifth consecutive year.
- We offer six honors classes and 12 Advanced Placement (AP) classes.
- Our graduation rate is 97 percent, compared to the county rate of 88 percent and state rate of 85 percent.
- Our one-year dropout rate is less than one percent, compared to the county rate of 3.6 percent and the state rate of 3.1 percent.
- The number of students per computer at Gilroy High School is four, compared with the county rate of four and the state rate of five.

Focus for Improvement

- Add more literacy classes to assist students who are reading below grade level.
- Reduce tardiness and discipline problems in the classroom.
- Train more teachers in literacy across the curriculum.
- Institute Mastery Math Tests that must be passed before moving on.

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	696
Growth attained from prior year	+13
Met subgroup* growth targets	No
Underperforming school	No

Gilroy High School’s API was 696 (out of 1000). This is an increase of 13 points compared to last year’s API. About 99 percent of our students took the test, which met the state’s required participation rate of 90 percent. You can find three years of detailed API results in the Appendix to this report.

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

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

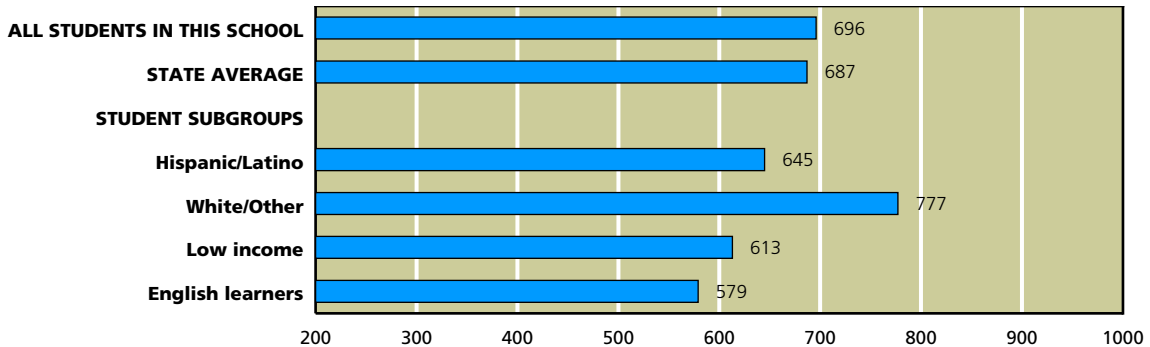
API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 683. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all high schools in California, our school ranked 5 out of 10.

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 3 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 did not meet one of our assigned growth targets during the 2005–2006 school year. Just for reference, 39 percent of high schools statewide met their growth targets.

API, Spring 2006



SOURCE: API based on spring 2006 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

We met 21 out of 22 criteria for yearly progress. Because we fell short in one area, we did not make AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE): 22.3 percent on the English/language arts test and 20.9 percent on the math test. All significant ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2005 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

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	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	Yes
Met graduation rate	Yes
Program Improvement School in 2006	Yes

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students’ test results in the 2005–2006 school year or earlier.

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

Adequate Yearly Progress, Detail by Subgroup

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

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 22.3% PASS CAHSEE?	DID 95% OF STUDENTS TAKE THE TEST?	DID 20.9% PASS CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain 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 high 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 SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

TESTED SUBJECT	2005–2006		2004–2005		2003–2004	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher						
Average high school Percent Proficient or higher						
GEOMETRY						
Our school Percent Proficient or higher						
Average high school Percent Proficient or higher						
US HISTORY						
Our school Percent Proficient or higher						
Average high school Percent Proficient or higher						
BIOLOGY						
Our school Percent Proficient or higher						
Average high school Percent Proficient or higher						
SCIENCE						
Our school Percent Proficient or higher			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Average high school Percent Proficient or higher			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	

SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. 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 Appendix to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. 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 44 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.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

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

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California’s test program includes many tests not mentioned in this report. For brevity’s sake, we’re reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we’ve selected biology (an elective) and the tenth grade life science test. For math, we’ve selected two courses, both of them electives: Algebra I, which students take if they haven’t studied and passed it in eighth grade; and Geometry, often the most popular math course because it follows Algebra I. In social studies, we’ve selected US History, which is taken by all juniors (eleventh graders). English/language arts is the one course that summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			39%	98%	SCHOOLWIDE AVERAGE: About two percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			51%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			41%	97%	

Subgroup Test Scores

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			33%	910	GENDER: About 11 percent more girls than boys at our school scored Proficient or Advanced.
Girls			44%	874	
English proficient			47%	1,445	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%	338	
Low income			24%	779	INCOME: About 26 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			50%	1,001	
Learning disabled			7%	114	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			41%	1,670	
Asian American			62%	63	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.
Filipino			73%	30	
Hispanic/Latino			27%	1,089	
White/Other			56%	521	

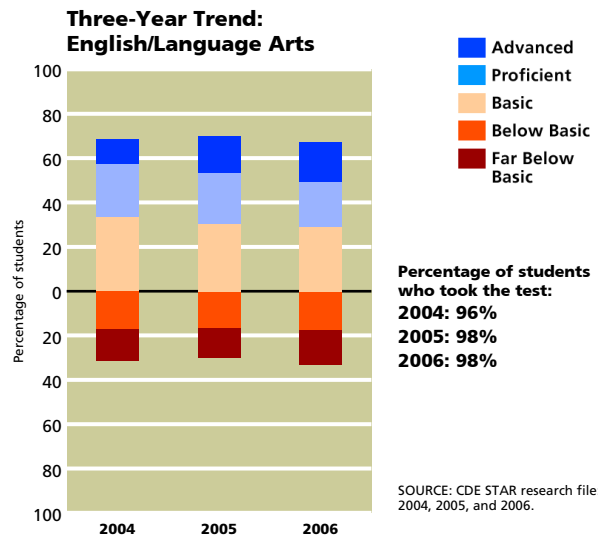
SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes 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).

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



Algebra I

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			13%	28%	SCHOOLWIDE AVERAGE: About two percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			20%	30%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			15%	33%	

Subgroup Test Scores

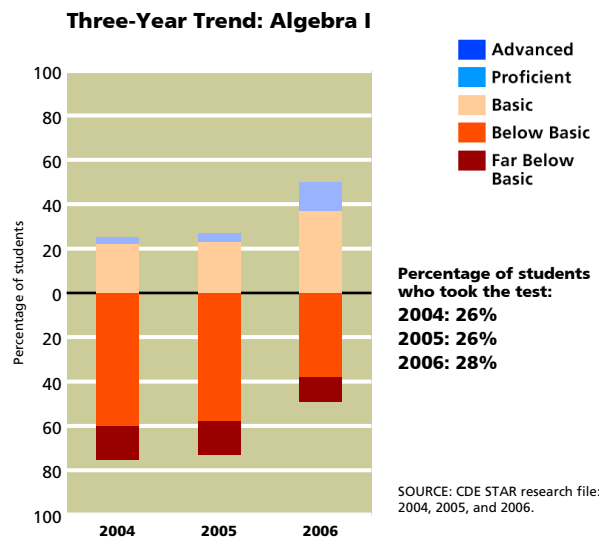
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			13%	269	GENDER: The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			13%	238	
English proficient			16%	400	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			5%	105	
Low income			12%	258	INCOME: About four percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			16%	247	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	21	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			14%	486	
Hispanic/Latino			12%	346	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			17%	127	

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

The graph to the right shows how our students' scores have changed over the years. 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).



Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			23%	21%	SCHOOLWIDE AVERAGE: About one percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			33%	25%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			24%	24%	

Subgroup Test Scores

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

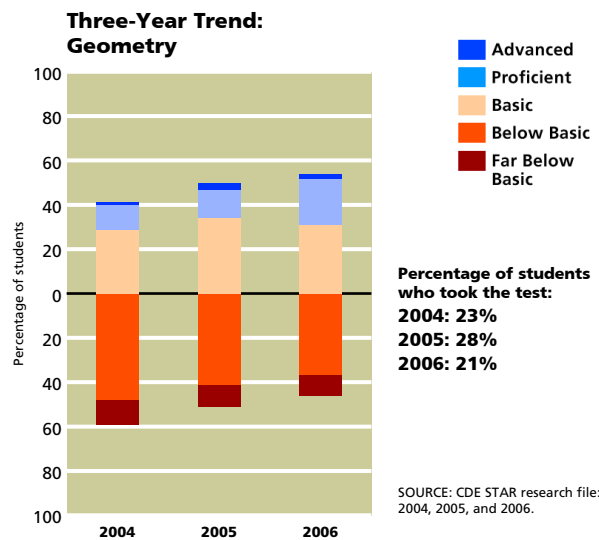
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			23%	177	GENDER: The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			23%	196	
English proficient			23%	345	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	28	
Low income			14%	129	INCOME: About 13 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			27%	244	
Learning disabled	NO DATA AVAILABLE		N/A	5	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			23%	368	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	15	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			11%	213	
White/Other			36%	114	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. 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. Any student in grades nine, ten, or eleven who takes geometry is included in this analysis. 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 21 percent of our students took the geometry standards test, compared to 24 percent of all high school students statewide. To read more about the math standards for grades **eight through twelve**, as well as the California standards for **geometry**, visit the CDE’s Web site.



US History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			33%	96%	SCHOOLWIDE AVERAGE: About five percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			46%	93%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			38%	94%	

Subgroup Test Scores

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

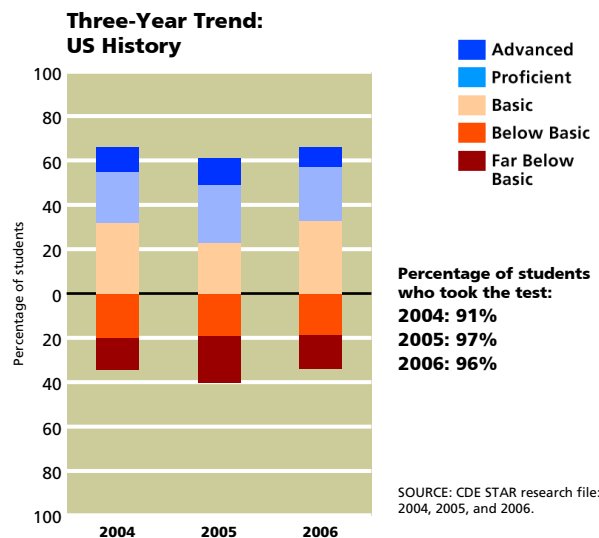
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			37%	257	GENDER: About seven percent more boys than girls at our school scored Proficient or Advanced.
Girls			30%	252	
English proficient			40%	410	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			8%	99	
Low income			17%	194	INCOME: About 27 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			44%	315	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	26	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			35%	483	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	15	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			23%	304	
White/Other			51%	164	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. 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 eleventh 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).

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



Biology

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			32%	38%	SCHOOLWIDE AVERAGE: About four percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			49%	35%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			36%	35%	

Subgroup Test Scores

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

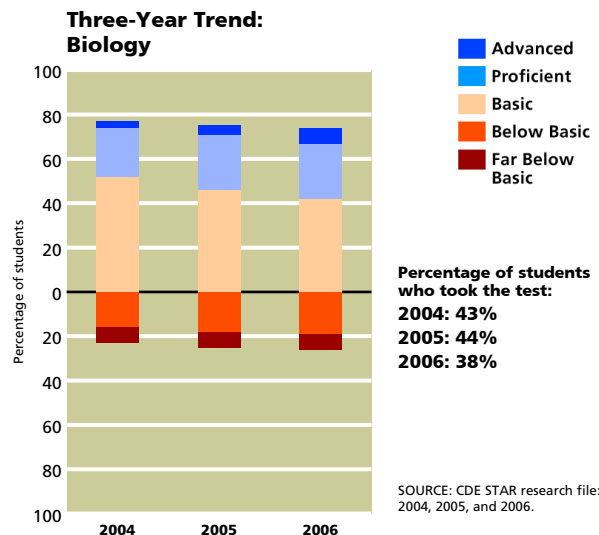
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			30%	351	GENDER: About five percent more girls than boys at our school scored Proficient or Advanced.
Girls			35%	333	
English proficient			38%	572	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%	111	
Low income			19%	301	INCOME: About 24 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			43%	381	
Learning disabled			5%	41	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			34%	643	
African American	DATA STATISTICALLY UNRELIABLE		N/S	11	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.
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	29	
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	12	
Hispanic/Latino			21%	399	
White/Other			50%	205	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. 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. Any student in grades nine, ten, or eleven who takes biology is included in this analysis. 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 38 percent of our students took the biology standards test, compared to 35 percent of all high school students statewide. To read more about the California standards for **biology/life sciences**, **physics**, **chemistry**, and **earth sciences**, visit the CDE's Web site.



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			39%	92%	SCHOOLWIDE AVERAGE: About four percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			47%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			35%	94%	

Subgroup Test Scores

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			41%	309	GENDER: About six percent more boys than girls at our school scored Proficient or Advanced.
Girls			35%	302	
English proficient			45%	513	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%	96	
Low income			23%	257	INCOME: About 27 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			50%	351	
Learning disabled			8%	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			40%	572	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	26	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			27%	365	
White/Other			54%	182	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. 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 first year that mandatory life science for tenth graders was included in the California Standards Tests. As a result, we have no trend data to present. Although we offer science at all grade levels, only our tenth graders’ results on the California Standards Test are reported here. You can read the [tenth grade science standards](#) on the CDE’s Web site and find more information about the standards for [chemistry](#), [earth science](#), and [physics](#). Please note that some students taking this test may have not taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Other Measures of Student Achievement

Written tests, quizzes, participation, projects, performances, mastery tests in math, and common assessments within departments are used to evaluate students' skills. We assess our English learners using the California English Language Development Test.

Our school uses the Measures of Academic Progress to measure ninth and tenth graders' reading and math progress and to assess eleventh and twelfth grade students for the California High School Exit Exam. All students receive a minimum of one quarterly essay writing assignment in every subject each year (26) with a follow-up revision lesson utilizing the 6+1 scoring guidelines.

Students have report cards sent home every four weeks. Edline is an online grade reporting program that allows students and parents to keep current on grades.

Teachers in Data Teams meet at regular six-week intervals to look at student work and test data. Teachers work cooperatively to improve both testing and student achievement.

PREPARATION FOR COLLEGE AND THE WORKFORCE

Gilroy High School, in partnership with our onsite Cal-SOAP program, prepares students of all levels for advancement to college and universities. Gilroy High School has AP classes in math, English, social science, science, and music. Students are prepared for the SAT, the ACT, and the PSAT. Gilroy works with San Jose State and their TRIO program to provide SAT preparation opportunities. Gilroy High School hosts SAT testing throughout the school year.

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	37%	54%	41%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	480	530	495
SAT math	Average score of juniors and seniors who took the SAT math test	479	570	516
SAT writing	Average score of juniors and seniors who took the SAT writing test	474	532	495

SOURCE: SAT test data provided by the College Board for the 2005–2006 school year. County and state averages represent high schools only.

In the 2005–2006 academic year, 37 percent of Gilroy High School students took the SAT, compared to 41 percent of high school students in California.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	23%	48%	38%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	4%	14%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	11%	14%	12%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	41%	21%	31%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2005. Enrollment in UC/CSU qualifying courses comes from the Professional Assignment Information Form report of October 2005. County and state averages represent high schools only.

In the 2004–2005 school year, the percentage of Gilroy High School’s students taking courses required for admission to the University of California (UC) or the California State University (CSU) system was 23 percent, compared to 38 percent for students statewide. This number is an indicator of whether the school is offering, and students are taking, the classes required for admission to the UC or CSU systems.

Our [college attendance](#) data is limited to public colleges in California. Out of Gilroy High School’s 2005 graduating class, about 57 percent went on to enroll in some part of the California public college system, compared to 50 percent of students throughout the state. Here’s the detail: four percent of the graduating class went to UC campuses; 11 percent went to CSU campuses; and 41 percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years. These include **honors** and **Advanced Placement (AP)** courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate (IB) Diploma Programme**. The **International Baccalaureate (IB) Diploma Programme** courses are offered in just 82 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school’s commitment to prepare its students for college. But students’ participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams for college credit	21%	33%	25%
Number of AP exams taken	Average number of AP exams each of these students took in 2005–2006	2.1	1.9	1.8
AP test results	Percentage of AP exams receiving scores of 3 out of 5 or higher (college credit)	37%	69%	57%

SOURCE: AP exam data provided by the College Board for the 2005–2006 school year.

Here at Gilroy High School, 21 percent of juniors and seniors took AP exams. In California, 25 percent of juniors and seniors took AP exams. On average, those students took 2.1 AP exams, compared to 1.8 for students in the average high school in California.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers nine different courses that you’ll see listed in the table.

More information about the **Advanced Placement program** is available from the College Board.

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	1	6	181
Foreign Language	1	2	46
Mathematics	2	4	111
Science	2	2	46
Social Science	2	5	127
Total	9	20	528

SOURCE: CBEDS PAIF, October 2005.

High School Completion

This table shows the percentage of seniors in the graduating class of 2006 who met our district’s graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE up to five times throughout their junior and senior years. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation. You can learn more about the [history of the CAHSEE](#) on the California Department of Education (CDE) Web site.

More data about [CAHSEE results for the classes of 2007 and 2008](#), and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2006)		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
All Students	94%	83%	N/A
African American	92%	79%	N/A
American Indian or Alaska Native	N/A	0%	N/A
Asian	92%	88%	N/A
Filipino	100%	100%	N/A
Hispanic or Latino	89%	76%	N/A
Pacific Islander	100%	100%	N/A
White (not Hispanic)	100%	95%	N/A
Socioeconomically Disadvantaged	81%	73%	N/A
English Learners	83%	73%	N/A
Students with Disabilities	85%	85%	N/A

SOURCE: This data comes from the school district office.

Dropouts and Graduates

Gilroy High School has one of the lowest dropout rates in the state. Through counseling, alternative education opportunities, teacher-parent contacts, and voice and digital communication, Gilroy High School continues to build on student/parent/community relations, which then support our success.

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a [dropout](#) as any student who left school before completing the 2004–2005 school year or a student who hasn’t re-enrolled in our school for the 2005–2006 year by October 2005.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2004–2005	1%	3%	2%
2003–2004	0%	2%	2%
2002–2003	0%	1%	3%
Graduation rate (four year)			
2004–2005	97%	90%	88%
2003–2004	97%	93%	89%
2002–2003	98%	94%	89%

SOURCE: Dropout data comes from the CBEDS census of October 2005. County and state averages represent high schools only.

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

GRADUATION RATE: The [graduation rate](#) is an estimate of our school’s success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress and is part of California’s way of determining a high school’s Academic Performance Index (API). The [formula](#) provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

Workforce Preparation

Academic coordinators provide one-on-one counseling to review alternative placement options. We also refer students to counseling (social workers) through a referral system to community agencies that provide additional services. They offer counseling to address personal and family problems that may affect a student’s academic performance. Students are monitored and prepared for the workforce through Work Experience and Workability programs. Our ROP classes are set up to establish contacts for students and to support them in the workforce.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Career technical education (CTE)	Percentage of students enrolled in a CTE course	28%	25%	28%

SOURCE: CBEDS census, October 2005. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. The table above shows the percentage of our students who enrolled in a career technical education course at any time during the school year.

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

STUDENTS

Students’ English Language Skills

At Gilroy High School, 84 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall. Of the students who were still learning English in 2004–2005, 16 percent advanced to English proficiency.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	84%	86%	85%
English learners	16%	14%	15%

SOURCE: Language Census for school year 2005–2006. County and state averages represent high schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 404 students classified as English learners. At Gilroy High School, 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	94%	66%	83%
Vietnamese	1%	11%	2%
Cantonese	1%	2%	2%
Hmong	0%	0%	2%
Filipino/Tagalog	0%	4%	1%
Korean	0%	2%	1%
Khmer/Cambodian	0%	1%	1%
All other	4%	14%	8%

SOURCE: Language Census for school year 2005–2006. County and state averages represent high schools only.

Ethnicity

Most students at Gilroy High School identify themselves as Latino/Hispanic. 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	2%	3%	8%
Asian American/ Pacific Islander	5%	31%	12%
Latino/Hispanic	61%	31%	42%
White/European American/ Other	32%	34%	37%

SOURCE: CBEDS census of October 2005. County and state averages represent high schools only.

Family Income and Education

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$35,798 a year (based on a family of four) in the 2005–2006 school year. At Gilroy High School, 39 percent of the students qualified for this program, compared to 40 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	39%	23%	40%
Parents with some college	60%	69%	58%
Parents with college degree	31%	48%	34%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 60 percent of the students at Gilroy High School have attended college, and 31 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 62 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Gilroy High School varies from a low of 30 students to a high of 32. Our average class size schoolwide is 32 students. The average class size for high schools in the state is 29 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	30	26	26
History	32	29	30
Math	30	27	28
Science	32	30	30

SOURCE: CBED5 census, October 2005. County and state averages represent high schools only.

Safety

We are a closed campus. Visitors are directed at the gate to check in at the main office. We have seven campus supervisors who monitor our campus 30 minutes before school starts until one hour after school ends. A Gilroy police officer is on campus four days a week and works with us during evening activities. We are equipped with 20 security cameras to monitor our campus at all times.

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

NUMBER OF INCIDENTS PER 1,000 STUDENTS	2003–2004	2004–2005	2005–2006
Drug or alcohol related	2	65	2
Crimes against people	0	0	41
Property crimes	0	0	N/A

SOURCE: This data comes from the school district office.

Discipline

Gilroy High School is a safe and calm campus. We adhere to the district's zero-tolerance policy and treat our students with respect. Gilroy High School is dedicated to the belief that a rule made is a rule followed. The students and teachers respect this and the result is a school that respects teaching and learning. We are proud that over 50 students participate in our peer mediation/health educator program, routinely educating their peers through presentations about health issues. Our no-nonsense, zero-tolerance discipline policy has enabled us to decrease our discipline incidents dramatically over the last few years.

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.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	4	4
	2004–2005	10	10
	2003–2004	32	32
Expulsions per 100 students	2005–2006	0	0
	2004–2005	0	0
	2003–2004	0	0

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

During the 2005–2006 school year, we had 104 suspension incidents. We had five 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 is designed to help students review classroom material and may not count for more than 20 percent of a student's grade in a class. Most of our teachers assign homework daily, including Fridays. The math department has homework quizzes each week to help monitor the students' understanding of material.

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	25%	29%	29%
Girls in Fitness Zone	25%	31%	27%
All students in Fitness Zone	25%	30%	28%

SOURCE: 2005–2006 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 high schools only.

Schedule

Classes begin at 8 a.m. We have a traditional schedule of six periods on Monday, and school ends at 3 p.m. On Tuesday through Friday we have a block schedule of three periods per day. Periods one, three, and five meet on Tuesdays and Thursdays, and periods two, four, and six meet on Wednesdays and Fridays. Offices remain open until 4:30 p.m. Most of our clubs meet during at lunch time. Our sports program is very comprehensive, with games or matches being played most days of the week after school and, in some cases, on the weekend.

Time Spent Teaching Each Year

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

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

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

James Maxwell has been our principal for one year. He has been in secondary education for 32 years as a chemistry teacher, counselor, and as an assistant principal. He has spent his whole career working in the San Francisco Bay Area. Gilroy High School is the fifth high school at which he has worked and he is thrilled to be here.

Four assistant principals and one principal work continuously to improve the curriculum, instruction, and discipline on campus. One of the assistant principals is our dean of students and works solely in student discipline and attendance.

Mr. Maxwell regularly meets with department heads and other campus leaders. The principal participates and meets with the School Site Council (SSC) and other parent/teacher organizations and committees for input and advice. Departments and administrators meet weekly to discuss student performance data, instruction, and curriculum.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	14	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	19%	16%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	32%	41%	37%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	68%	59%	63%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About 19 percent of our teachers have less than three years of teaching experience, which is above the average for new teachers in other high schools in California. Our teachers have, on average, 14 years of experience. About 68 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 32 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	91%	91%	91%
Trainee credential holders	Percentage of staff holding an internship credential	5%	6%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	5%	6%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	1%	1%	1%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 91 percent of the faculty at Gilroy High School hold a full credential. This number is close to the average for all high schools in the state. About five percent of the faculty at Gilroy High School hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of high school teachers throughout the state hold trainee credentials. About five percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization statewide (just five percent). All of the faculty at Gilroy High School hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers' credentials in the Appendix to 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	5%	13%	15%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate credential for the course	10%	8%	11%
Out-of-field teaching: students	Percentage of students in core courses taught by a teacher who lacks the appropriate credential for the course	9%	7%	10%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	9%	9%	9%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

“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 ten percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 11 percent of core courses taught by such high 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. About nine percent of our teachers were working without full credentials, compared to nine percent of teachers in high schools statewide.

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

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	15%	5%	10%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	4%	6%	10%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	15%	12%	13%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	16%	9%	12%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent high 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 2006–2007 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.

We’ve divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As

appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

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)	10%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	20%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by “highly qualified” teachers	10%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	7%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students’ rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our district not taught by a “highly qualified” teacher is ten percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is 20 percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is seven percent, compared to 14 percent statewide.

Evaluating and Improving Teachers

We provide new teachers with a structured mentor support program and evaluate them yearly. Our more senior teachers take new teachers under their wings to help mentor them and get them through their first couple of years. We evaluate veteran teachers every other year. There is an alternative evaluation process for tenured, experienced teachers that allows them to qualify with master’s programs, districtwide committee work, and individual growth projects that are shared with colleagues and staff.

Staff Development

Our staff development is mostly embedded in the school day. We conduct trainings during staff meetings and use peer coaching as well as trainings led by district and staff literacy coaches. Other staff development opportunities are available through the district office.

Substitute Teachers

We have two excellent substitute teachers who are on campus each day, so we always have adequate substitute coverage. On the rare occasion that we do not have enough substitutes, other staff members as well as administrators readily fill in during their preparation periods in support of their colleagues and student learning.

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.

ACADEMIC GUIDANCE COUNSELORS: Our school has four full-time equivalent academic counselors. Just for reference, California districts employed about one academic counselor for every 510 high school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	4.0
Librarians	0.0
Psychologists	1.0
Social workers	0.0
Nurses	1.0
Speech/language/hearing specialists	1.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

We have four full-time academic coordinators who provide academic guidance. We also have a personal support staff, including two social workers, a public health nurse, an attendance liaison, and counselors who are funded by School Link Services. Our commitment is to quickly respond to the students' needs and provide the necessary support.

The regional Cal-SOAP is housed on our campus and works with many of our students. The primary focus of Cal-SOAP is to serve students from low-income families, students who would be the first in their family to attend college, schools with documented low-eligibility or college participation rates, or geographic areas with documented low-eligibility or college participation rates.

Our Regional Occupational Program (ROP) serves over 700 of our students in 14 different classes including Advanced Auto, Law Enforcement, and Digital Animation and Design.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called [Gifted and Talented Education \(GATE\)](#). Our school has 223 students who qualify for this program.

A GATE resource teacher uses one free class period to organize GATE support. Students are encouraged to enroll in our freshmen- and sophomore-level honors classes in English and social studies and in our Advanced Placement (AP) classes in English, social studies, math, science, foreign language, and music.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe [learning differences](#) are sometimes entitled to individual education plans and extra attention. Our school has 161 students who qualify for these special education programs.

We have a service team that meets twice a month to help identify students with special needs. The team includes a coordinator, the school nurse, an administrator, an academic coordinator, an attendance liaison, and a psychologist. We work closely with general education teachers to ensure the success of our Resource Specialist Program (RSP) students. Our Special Day Class students have separate classes and teachers for math, English, science, PE, and electives.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our [English learners](#) into regular classes as soon as possible.

Most students who are learning English are enrolled in special classes that emphasize gaining English fluency. We have developed a program to move our English learners through multiple levels of language acquisition while maintaining their other curricular needs. Our English Language Advisory Committee (ELAC) parent group meets once per month to help families understand what is happening at the school, the education process, and how to better support their students.

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

A panel of scholars defined the English/language arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant works of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. To read more about the English/language arts standards for [ninth and tenth](#) grades and [eleventh and twelfth](#) grades, visit the CDE's Web site.

Math

Students can begin taking algebra in the eighth grade, but many students take the course during high school. Through the study of algebra, our students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Educators consider students' success in algebra to be an indicator of how well they will do in future courses in high school and college. To read more about the math standards for grades [eight through twelve](#) as well as the California standards for a variety of [advanced math subjects](#), visit the CDE's Web site.

Science

Our science program offers courses in physics, chemistry, biology, life sciences, and earth sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the CDE's Web site.

Social Science

Our ninth grade students take a Global Studies World Cultures survey course. In the [tenth grade](#), they study world history, from the late 18th century through the present, including the cause and course of the two world wars. Students in the [eleventh grade](#) study the major turning points in US history in the 20th century. Students in [twelfth grade](#) pursue a deeper understanding of the institutions of American government. In addition, our students will learn how to think from the perspectives of history and geography. They'll learn to research topics on their own, develop their own point of view, and interpret history.

Textbooks

Except for Global Studies, which isn't a state requirement, 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 appendix to 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 2006–2007 school year, and whether those [textbooks](#) covered the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2006–2007 school year.

RESOURCES

Buildings

We currently have one lunch period for our student body. We have a new state-of-the-art student center/cafeteria that seats 600 students inside and an additional 400 students in a covered area outside. The student center also houses our student services offices, including the Associated Student Body offices.

Gilroy High School has a newly expanded library and media center that includes 30 computer stations and two new meeting rooms. We have a total of five computer labs and two mobile computer labs for testing and instructional use.

Our school includes 35 buildings, of which 26 are portables. On an average day, 2,611 students and staff occupy these buildings, taking up 93 percent of our capacity.

The bathrooms in our school contain 64 toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

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

Library

Our library has approximately 16,000 books. Our library is open before school, after school, and at lunch and is staffed by a full-time district librarian and a full-time library clerk. A major library media expansion and renovation was completed in the fall of 2005.

Computers

We have 565 computers available for student use, which means that, on average, there is one computer for every four students. There are 98 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	3	4
Internet-connected classrooms	98	66	61

SOURCE: CBEDS census of October 2005. County and state averages represent high schools only.

All classrooms are connected to the Internet. We currently have two mobile wireless computer labs with printers. Teachers check these out for Internet research and classroom projects. We have five computer labs designated for exploring college and careers, graphic arts, foreign languages, and business as well as a number of small labs in different classrooms.

Parent Involvement

Gilroy High School believes in involving parents and students in our decision-making processes. We have a SSC consisting of three parents, three students, four teachers, and one administrator. It makes decisions about budgets, site plans, and curricular modifications. We also have an ELAC, several parent booster organizations, and a Parent Club. The contact person for parent involvement is our James Maxwell, our principal.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	\$62,235,090	N/A	N/A
Expenses per student	\$6,614	\$7,172	\$7,127
FISCAL YEAR 2003–2004			
Total expenses	\$64,084,252	N/A	N/A
Expenses per student	\$6,935	\$6,987	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,614 per student in the 2004–2005 school year, compared to an average of \$7,172 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$62,235,090. Facts about the 2005–2006 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, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 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	\$37,603	\$37,730
Midrange teacher’s salary	\$58,949	\$59,397
Highest-paid teacher’s salary	\$74,889	\$72,979
Average principal’s salary (high school)	\$105,592	\$103,395
Superintendent’s salary	\$139,514	\$143,489
Percentage of budget for teachers’ salaries	41%	42%
Percentage of budget for administrators’ salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Most of the state and federal monies are used to help our at-risk students and students that need extra help in math and language arts. These monies pay for resource specialists, teaching-aide support, program materials, and teacher training.

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 2007. The CDE may release additional or revised data for the 2005–2006 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 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 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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