



Gilroy High School

ADDRESS: 750 West Tenth Street, Gilroy, CA 95020 **PHONE:** (408) 847-2424

PRINCIPAL: Robert Bravo **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	2,463	1,335	1,339
Teachers	Number of classroom teachers (full-time equivalent)	103	59	56
Students per teacher	Number of students per teacher	24	23	24
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	683	718	696
Students per computer	Number of students sharing one computer	4	3	4

Principal's Comments

Gilroy High School is a great place to be a student. We are dedicated to preparing all of our students for their post-secondary education and future lives. Our Academic Coordinators in Student Services, and the staff of the CalSOAP 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 post-secondary options. We have added two new computer labs with plans for more. We are using Edline, an interactive Web-based communication tool for students, parents, and teachers. And, for four 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.

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 98 percent, compared to the county rate of 92 percent and state rate of 85 percent.
- Our four-year drop-out rate is one percent, compared to the county rate of eight percent and the state rate of 13 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.

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Academic Performance Index

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

Gilroy High School’s API was 683 (out of 1000). This is an increase of 28 points compared to last year’s API. About 98 percent of 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 [technical appendix](#) to this report.

API RANKINGS: Based on our API growth score, we receive two rankings. The first compares us to all high schools in the state on a scale from 1 to 10 (10 being the highest). Compared to all high schools in California, our school currently ranks 5 out of 10.

SIMILAR SCHOOL RANKINGS: We receive a second ranking that compares us only to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 3 out of 10. This factor is recalculated every year by the CDE. To read more about the specific elements included in this calculation, you can turn to the [CDE Web site](#).

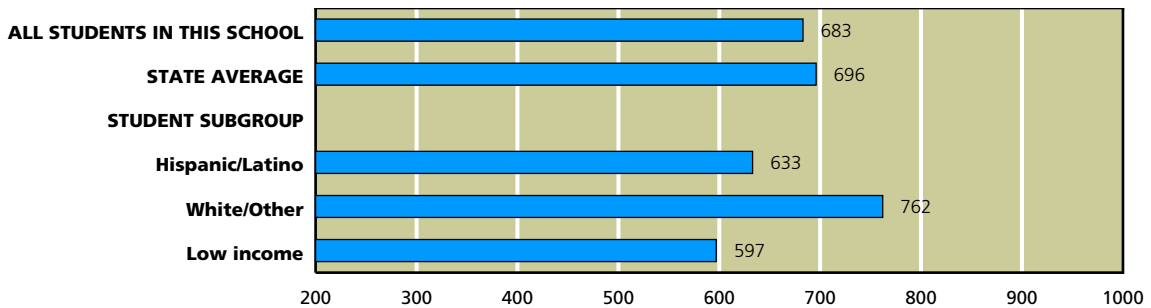
API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. We met our assigned growth targets during the 2004–2005 school year. Just for reference, 69 percent of high schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	No
API score	683
Growth attained from prior year	+28
Met subgroup* growth targets	Yes
Underperforming school	No

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

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

API, Spring 2005



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

Adequate Yearly Progress

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

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

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

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	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	No

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

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

Adequate Yearly Progress, Detail by Subgroup

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

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

SOURCE: AYP release of February 2006, CDE.

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

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

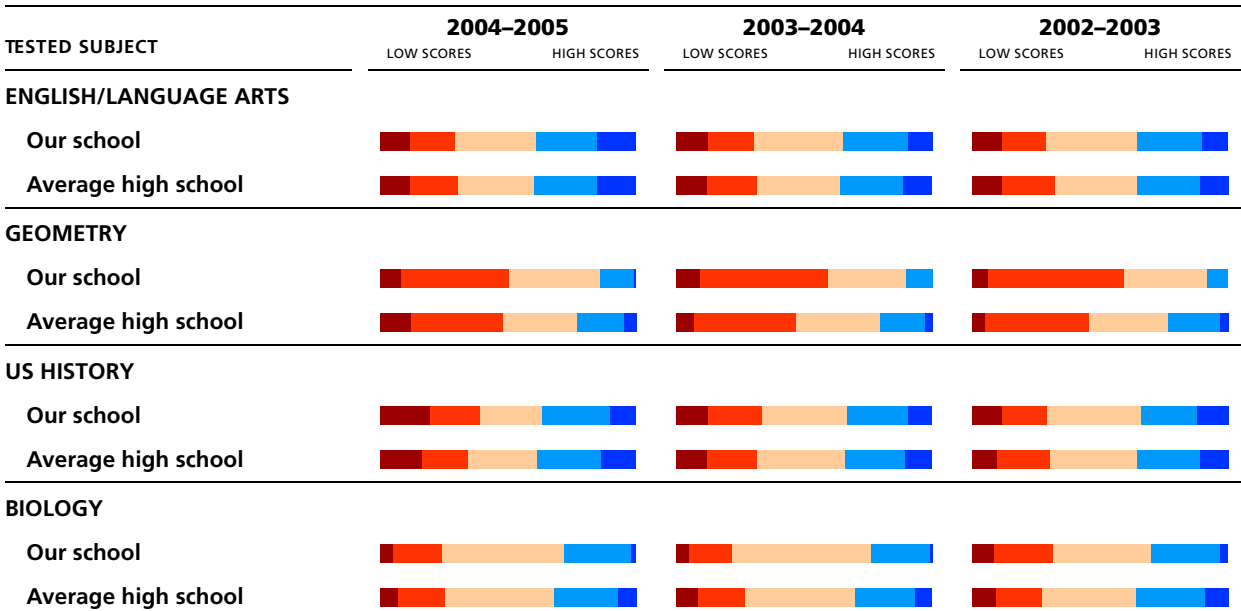
STUDENT ACHIEVEMENT

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

California Standards Tests

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

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



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

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

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
ENGLISH/LANGUAGE ARTS			
Our school	40%	35%	35%
Average high school	40%	37%	36%
GEOMETRY			
Our school	16%	12%	11%
Average high school	24%	22%	25%
US HISTORY			
Our school	37%	34%	35%
Average high school	39%	35%	36%
BIOLOGY			
Our school	29%	25%	31%
Average high school	33%	31%	37%

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

Frequently Asked Questions

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

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

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

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

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

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

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

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

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

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

English/Language Arts (Reading and Writing)

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			40%	98%	SCHOOLWIDE AVERAGE: About the same percent of students at our school scored proficient or advanced as did students at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			40%	97%	

Subgroup Test Scores

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

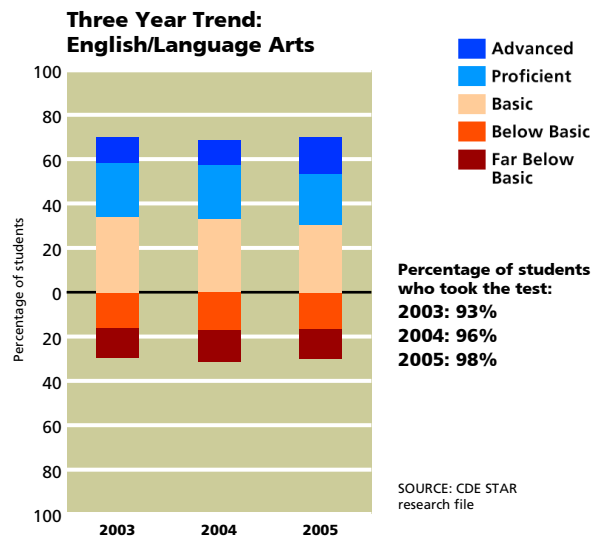
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			36%	932	GENDER: About seven percent more girls than boys at our school scored proficient or advanced.
Girls			43%	875	
English proficient			48%	1,468	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			1%	338	
Low income			20%	797	INCOME: About 35 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			55%	1,007	
Learning disabled			7%	115	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			42%	1,670	
African American	DATA STATISTICALLY UNRELIABLE		N/S	27	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			64%	58	
Hispanic/Latino			27%	1,097	
White/Other			61%	550	

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

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



Geometry

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			16%	28%	SCHOOLWIDE AVERAGE: About eight 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%	24%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			24%	23%	

Subgroup Test Scores

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

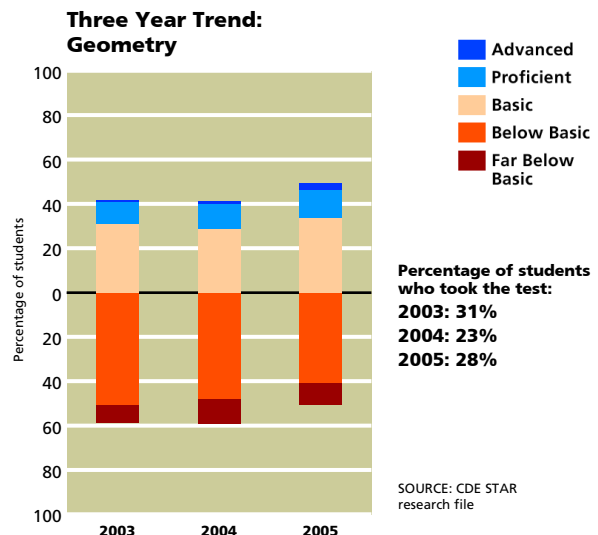
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			20%	241	GENDER: About nine percent more boys than girls at our school scored proficient or advanced.
Girls			11%	273	
English proficient			17%	474	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%	40	
Learning disabled	NO DATA AVAILABLE		N/A	0	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			16%	502	
Low income			12%	183	INCOME: About six percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			18%	331	
African American	DATA STATISTICALLY UNRELIABLE		N/S	14	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	26	
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	11	
Hispanic/Latino			10%	262	
White/Other			21%	191	

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

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

About 28 percent of our students took the geometry standards test, compared to 23 percent of all high school students statewide. To read more about the math standards for grades eight through twelve, as well as the California standards for geometry, visit the CDE's Web site.



US History

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

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GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			37%	97%	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			48%	92%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			39%	94%	

Subgroup Test Scores

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			39%	291	GENDER: About four percent more boys than girls at our school scored proficient or advanced.
Girls			35%	256	
English proficient			44%	452	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%	94	
Low income			22%	228	INCOME: About 25 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			47%	319	
Learning disabled			6%	34	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			39%	509	
African American	DATA STATISTICALLY UNRELIABLE		N/S	14	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	21	
Hispanic/Latino			27%	312	
White/Other			55%	177	

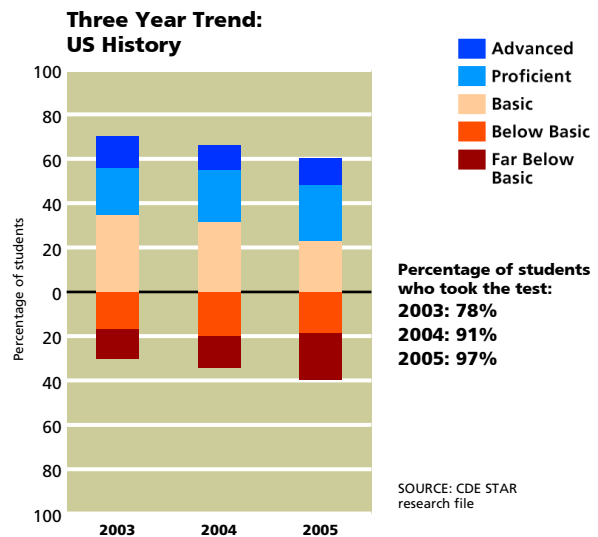
SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score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

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

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

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

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



Biology

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			29%	44%	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			47%	36%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			33%	33%	

Subgroup Test Scores

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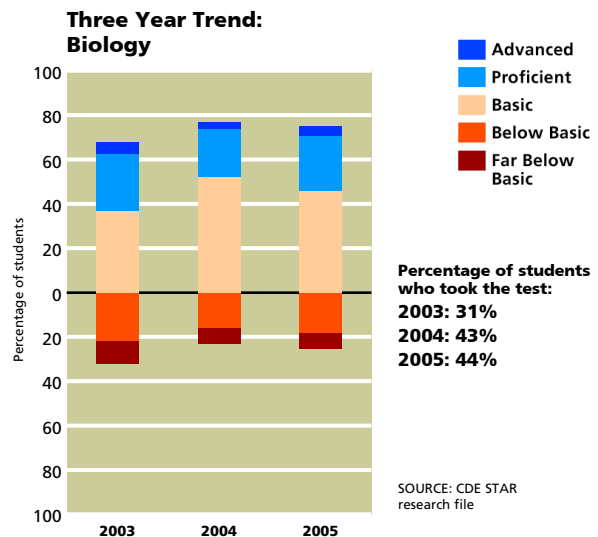
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			35%	424	GENDER: About 12 percent more boys than girls at our school scored proficient or advanced.
Girls			23%	390	
English proficient			34%	677	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%	136	
Low income			16%	354	INCOME: About 23 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			39%	460	
Learning disabled			7%	46	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			31%	763	
African American	DATA STATISTICALLY UNRELIABLE		N/S	14	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	27	
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	14	
Hispanic/Latino			19%	501	
White/Other			46%	242	

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

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

About 44 percent of our students took the biology standards test, compared to 33 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.



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 (MAP) 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.

PREPARATION FOR COLLEGE AND THE WORKFORCE

College Preparation

Gilroy High School, in partnership with our on-site CalSOAP 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 ensure continual opportunity for SAT preparation. Gilroy High School hosts SAT testing throughout the school year.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT verbal	Average score of juniors and seniors taking the test, 2004–2005	484	530	499
SAT math	Average score of juniors and seniors taking the test, 2004–2005	493	568	521
SAT participation rate	Percentage of seniors who took the test, 2004–2005	35%	50%	36%
AP exams	Number of Advanced Placement (AP) exams taken and passed per 100 juniors and seniors, 2004–2005	14	40	25
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems, 2003–2004	36%	45%	34%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system, 2003–2004	6%	13%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system, 2003–2004	10%	12%	10%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system, 2003–2004	48%	27%	31%

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

In the 2004–2005 academic year, 35 percent of Gilroy High School students took the SAT, compared to 36 percent of high school students in California.

Gilroy High School students scored 484 on the verbal portion of the SAT, compared to 499 for students throughout the state. On the math portion of the SAT, Gilroy High School students scored 493, compared to 521 for students throughout the state.

One way to find out if college-oriented students have access to appropriately challenging coursework is to look at the **Advanced Placement (AP)** courses a high school offers. These classes are not offered by all high schools. AP classes are usually considered to be the equivalent of college courses. Here at Gilroy High School, the number of AP exams taken and passed was 14 per 100 juniors and seniors. In California, by comparison, high school students successfully passed AP exams at a rate of 25 per 100 juniors and seniors.

The percentage of Gilroy High School’s students taking courses required for admission to the UC or the CSU system was 36 percent, compared to 34 percent for students in the state. This number is an indicator of whether the school is offering, and students are taking, the classes required for admission to the UC or CSU systems. **College attendance** data is limited to public colleges in California. Out of Gilroy High School’s 2004 graduating class, 64 percent went on to enroll in some part of the California public college system, compared to 48 percent of students throughout the state. Here’s the detail: six percent of the graduating class went to UC campuses, ten percent went to CSU campuses, and 48 percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior or senior year. These include [honors](#), [AP](#), or [International Baccalaureate](#) (IB) courses. Students who take these AP or IB courses and pass the exams with scores of 3.0 or higher usually qualify for college credit. Our high school offers eight different courses that you'll see listed in the table. Music Theory is offered every other year.

SUBJECT	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	1	0	20
Computer Science	0	0	0
English	1	6	187
Foreign Language	1	2	53
Mathematics	2	3	94
Science	2	2	37
Social Science	2	5	140

SOURCE: CBEDS PAIF October 2004

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: We now count as a [dropout](#) any student who left school during 2003–2004 prior to completing the year and did not re-enroll. A dropout can also be a student who hasn't re-enrolled in our school for the

2004–2005 year by October 2005. Our dropout rate for the prior three years appears in the top part of the table.

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

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

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate			
2003–2004	0%	2%	3%
2002–2003	0%	1%	3%
2001–2002	0%	1%	2%
Graduation rate			
2003–2004	97%	93%	87%
2002–2003	98%	93%	87%
2001–2002	95%	91%	87%

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

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, where our community service agencies 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 Regional Occupational Program (ROP) classes are set up to establish contacts and support for students in the workforce.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Career technical education (CTE)	Percentage of students enrolled in a CTE course	24%	25%	28%
CTE graduates	Percentage of graduates who completed a series of CTE courses	N/A	N/A	N/A

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

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. The table above shows the percentage of our students who enrolled in a career technical education course at any time during the school year. At our school, 587 students were enrolled in one or more of these courses, as reported in October 2004.

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

STUDENTS

Students' English Language Skills

At Gilroy High School, 83 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall. Of the 17 percent of Gilroy High School students who were still learning English, 13 percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	83%	85%	85%
English learners	17%	15%	15%

SOURCE: Language Census for school year 2004-2005. 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 411 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	98%	66%	82%
Vietnamese	1%	12%	2%
Hmong	0%	0%	2%
Cantonese	0%	2%	2%
Filipino/Tagalog	0%	5%	2%
Khmer/Cambodian	0%	1%	1%
Korean	0%	1%	1%
All other	1%	13%	8%

SOURCE: Language Census for school year 2004-2005. 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%	30%	12%
Latino/Hispanic	60%	30%	41%
White/European American/Other	33%	36%	38%

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

Family Income and Education

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

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	36%	23%	36%
Parents with some college	60%	69%	59%
Parents with college degree	30%	51%	37%

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

The parents of 60 percent of the students at Gilroy High School have attended college and 30 percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Gilroy High School varies from a low of 29 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	29	27	28
Science	32	30	30

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

Safety

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

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

SOURCE: This data comes from the school district office.

In the calendar year 2005, we reported 161 drug or alcohol incidents (65 per thousand students), no crimes against people (zero per thousand students), and no property crimes (zero per thousand students). For comparison, the average high school in California reported 12 drug or alcohol incidents per thousand students, five crimes against people per thousand students, and six property crimes per thousand students, according to the California Safe School Assessment of 2001. Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

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 14 security cameras to monitor our campus at all times.

Homework

Homework is designed to help students review classroom material and may 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.

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.

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.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2004–2005	10	15
	2003–2004	32	38
	2002–2003	N/A	N/A
Expulsions per 100 students	2004–2005	0	1
	2003–2004	0	1
	2002–2003	N/A	1

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

During the 2004–2005 school year, we had 251 suspension incidents. We had ten incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

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

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	19%	19%	28%
Girls in Fitness Zone	28%	28%	26%
Total	23%	23%	27%

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

Schedule

Classes begin at 8 a.m. and the school day ends at 2:50 p.m. We have a rotating block schedule, with three periods each day. In each two-week period, the students meet in each class five times for nearly two hours. Offices remain open until 4:30 p.m.

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	16,250	64,800
Grade 10	16,250	64,800
Grade 11	16,250	64,800
Grade 12	16,250	64,800

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Three assistant principals and one principal work continuously to improve the curriculum, instruction, and discipline on campus. The principal regularly meets with department heads and other campus leaders. The principal participates and meets with the 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	17%	17%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	25%	40%	37%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	75%	59%	62%

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

About 17 percent of our teachers are relatively new to teaching, having taught two years or less. This number is above the percentage of new teachers in other high schools in California. Our teachers have, on average, 14 years of experience. About 75 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 25 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	87%	88%	90%
Trainee credential holders	Percentage of staff holding an internship credential	5%	7%	6%
Emergency permit holders	Percentage of staff holding an emergency permit	8%	6%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	1%	1%

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

About 87 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, six percent of high school teachers throughout the state hold trainee credentials. About eight percent of our faculty hold emergency permits. Very few high school teachers hold this authorization statewide (just five percent).

About 93 percent of the faculty at Gilroy High School hold the secondary (single-subject) credential. This number is above the average for high schools in California, which is 90 percent. You can find three years of data about teachers' credentials in the [technical appendix](#) to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	72%	N/A	26%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the right credential for the course	9%	10%	10%
Out-of-field teaching: students	Percentage of students in core courses taught by a teacher who lacks the right credential for the course	8%	9%	9%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	13%	12%	10%

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

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

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About nine percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by 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 13 percent of our teachers were working without full credentials, compared to ten percent of teachers in high schools statewide.

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

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
ENGLISH				
Courses	Percentage of English courses taught by a teacher lacking the right subject area authorization	6%	7%	7%
Enrollment	Percentage of English students taught by a teacher lacking the right subject area authorization	5%	6%	6%
MATH				
Courses	Percentage of math courses taught by a teacher lacking the right subject area authorization	12%	7%	7%
Enrollment	Percentage of math students taught by a teacher lacking the right subject area authorization	11%	5%	5%
SCIENCE				
Courses	Percentage of science courses taught by a teacher lacking the right subject area authorization	9%	14%	14%
Enrollment	Percentage of science students taught by a teacher lacking the right subject area authorization	8%	13%	13%
SOCIAL SCIENCE				
Courses	Percentage of social science courses taught by a teacher lacking the right subject area authorization	14%	10%	10%
Enrollment	Percentage of social science students taught by a teacher lacking the right subject area authorization	15%	9%	9%

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

The detail above shows the differing impact of out-of-field teaching in each of the core subject areas. About nine percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by high school teachers statewide.

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

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

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

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

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

Evaluating and Improving Teachers

We 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 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.

Teacher Assignment

Each new teacher is assigned a mentor and teaches no more than two different classes. The coaches for the support program for new teachers and the Peer Assistance and Review Program work closely with our teachers to support them and help them with short- and long-term needs.

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 readily fill in during their preparation periods in support of their colleagues and student learning.

Academic Guidance Counselors

Our school doesn't have any academic counselors working here. Just for reference, California districts employed about one academic counselor for every 509 high school student in the state. More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

We have four full-time academic coordinators and one part-time coordinator 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.

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 236 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 our 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 134 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.

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.

Specialized Resource Staff

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

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

STAFF POSITION	STAFF (FTE)
Counselors	0.0
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 2004.

CURRICULUM AND TEXTBOOKS

Each student has a textbook. Titles are replaced frequently to insure that students have the latest resources. For example, this year we have new math titles and our science and social science texts are less than five years old.

Reading and Writing

Ninth grade students who are three or more grade levels behind in reading are enrolled in a supplemental reading class. In our special education classes and beginning English learner classes, the High Point series of books is used to rapidly advance the student's English acquisition. Writer's Craft and English textbooks/anthologies are used in all English classes to support the writing process. In addition, all of our teachers have been trained to use literacy strategies within their varying subjects.

Math

Ninth graders are enrolled in algebra or geometry and use the McDougal Littell math series. We also offer several advanced math courses, including AP calculus and AP statistics. We offer afterschool math tutoring four afternoons a week. Common assessments are used to maintain department continuity and adherence to the CST.

Science

After successfully completing biology in ninth or tenth grade, students may take chemistry, physics, AP environmental science, marine science, veterinary science, or AP biology. We have a large selection of science electives.

Social Studies

All students take four years of social studies. Freshmen begin with global studies, focusing on cultural geography. In the sophomore year, students take world history. We offer honors global studies as well as honors world history/world geography. Juniors choose from AP or traditional US history, and seniors take AP or traditional government/economics.

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

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

RESOURCES

Buildings

Our school includes 35 buildings, of which 24 are portables. Together they accommodate approximately 2,761 people. On an average day, 2,569 students and staff occupy these buildings, taking up 93 percent of our capacity. We currently have one lunch period for our entire student body. In the spring of 2006, we will complete a new student lunch center that will seat 600 students inside and an additional 400 students in a covered area outside. The student center will also house our student services offices. An expanded Library Media Center will be completed by the fall of 2005. We have four computer labs and three mobile computer labs for testing and instructional use.

The district’s facilities team spent \$13,198 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures.

The bathrooms in our school contain 94 toilets, all of which were in good working order when we surveyed the buildings. 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 13,000 books. Our library is open before school, after school, and at lunch, and is staffed by a full-time library clerk. A major library expansion and renovation will be completed in the fall of 2005 and will include a classroom-sized Internet research center. We will also be adding approximately 3,000 more books to our collection.

Computers

We have 629 computers available for student use, which means that, on average, there is one computer for every four students. All 94 classrooms are connected to the Internet. We currently have three mobile wireless

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	3	4
Internet-connected classrooms	94	65	61

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

computer labs with printers. Teachers check these out for Internet research and classroom projects. We have four computer labs designated for exploring college and careers, graphic arts, foreign languages, and business.

Parent Involvement

Gilroy High School believes in involving parents and students in our decision-making processes. We have a School Site Council (SSC) consisting of three parents, three students, four teachers, and one administrator. The SSC 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 Valarie Hunt (president), and she can be reached at (408) 847-2424 ext. 2268.

FUNDING

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

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

District Expenses

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2003–2004			
Total expenses	\$64,084,252	N/A	N/A
Expenses per student	\$6,935	\$6,987	\$6,919
FISCAL YEAR 2002–2003			
Total expenses	\$60,715,425	N/A	N/A
Expenses per student	\$6,738	\$6,882	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,935 per student in the 2003–2004 school year, compared to \$6,987 for the average unified district in the state. Our total operating expenses for the 2003–2004 year were \$64,084,252. Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details about our expenditures can be found at the [Ed-Data Partnership’s Web site](#).

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

District Salaries, 2003–2004

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

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$36,758	\$36,407
Midrange teacher’s salary	\$57,624	\$58,063
Highest-paid teacher’s salary	\$73,205	\$70,826
Average principal’s salary (high school)	\$109,781	\$101,660
Superintendent’s salary	\$135,450	\$137,619
Percentage of budget for teachers’ salaries	40%	42%
Percentage of budget for administrators’ salaries	5%	6%

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

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

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