

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Gridley High School

Address: 300 East Spruce St. , Gridley CA Phone: (530) 846-95948-2235 4791

Principal: Joan Zappettini Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Student Enrollment

Group	Enrollment
Number of students	641
African American	0.45 %
American Indian or Alaska Native	%
Asian	5.54 %
Filipino	0.45 %
Hispanic or Latino	43.11 %
Pacific Islander	%
White (not Hispanic)	50.45 %
Multiple or No Response	%
Socioeconomically Disadvantaged	42 %
English Learners	9 %
Students with Disabilities	7 %

Teachers

Indicator	Teachers
Teachers with full credential	34
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0

Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
District	\$ 5487
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	30 %
English-Language Arts	%
Science	30%
History-Social Science	40%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	706
Statewide Rank (from 2007 API Base Report)	6
2007-08 Program Improvement Status (PI Year)	Not in PI

School Completion

Indicator	Result
Graduation Rate	82%

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Gridley High	District Name	Gridley Unified
Street	300 East Spruce St.	Phone Number	(530) 846-4721
City, State, Zip	Gridley , CA 95948-2235	Web Site	www.gridley.k12.ca.us
Phone Number	(530) 846-4791	Superintendent	Clark Redfield
Principal	Joan Zappettini	E-mail Address	
E-mail Address		CDS Code	04-75507-0433953

School Description and Mission Statement

This section provides information about the school's goals and programs.

[Gridley High School](#) is a comprehensive high school located in a rural and agricultural setting approximately thirty miles south of Chico in the southernmost part of Butte County. The school has a long and rich history of serving the community of Gridley. There is a strong community support for the school, as evidenced by community members' attendance at athletic and musical events.

The student population of [Gridley High School](#) fluctuates between 675-720. Of the total student population, 38% are Hispanic and 6% are Asian. Of the Hispanic population, 34% are English language learners. 34% of Gridley High School students participate in the program for free and reduced lunches; however, based on data from feeder schools, perhaps as many as 80% qualify.

Mission Statement:

Our school's mission is to meet the individual needs of all students with the hope that

they realize their own dreams, that they discover a passion for living and for learning, and that they develop a sense of independence and co9mmunity, as they achieve a genuine respect for both themselves and the community.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 8	1
Ungraded Elementary	0
Grade 9	178
Grade 10	173
Grade 11	126
Grade 12	164
Ungraded Secondary	0
Total Enrollment	641

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.45 %	White (not Hispanic)	50.45 %
American Indian or Alaska Native	%	Multiple or No Response	%
Asian	5.54 %	Socioeconomically Disadvantaged	42 %
Filipino	0.45 %	English Learners	9 %
Hispanic or Latino	43.11 %	Students with Disabilities	7 %
Pacific Islander	%		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05		2005-06		2006-07	
	Avg.	Number of	Avg.	Number of	Avg.	Number of

	Class Size	Classrooms			Class Size	Classrooms			Class Size	Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	28.1	7	16	8	25.1	11	15	4	25.9	7	19	5
Mathematics	25.2	7	17	3	25.3	9	14	2	23.8	12	13	
Science	29.6	2	12	6	28.1	3	13	4	26.1	8	9	3
Social Science	28.6	4	8	7	28.7	1	13	4	28.8	1	14	2

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

California Education Code 3524.6 requires that each school adopts a comprehensive safety plan and thereafter reviews the plan yearly. Such a disaster preparedness plan is in place on the school campus. It is intended for the use of school employees to provide guidance and assistance in emergency situations and to ensure the safety and welfare of all students and staff. Copies of the Disaster Preparedness Plan are placed in all classrooms and offices. The plan is available in the Gridley High School's main office for parents and members of the community.

School Discipline Practices

Gridley High School uses a school wide progressive discipline program called the "9 Step Plan". It is designed to encourage positive behavior.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	12.4	11.7	12.9	8.6	9.0	13.2
Expulsions	1.0	1.6	0.4	0.7	0.6	0.4

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

We have outstanding maintained facilities as deemed by WASC. We have numerous classrooms, labs, a gym and athletic fields.

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	31	34	34	109
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.6	4.4
All Schools in District	96.3	3.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0	0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	213
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32330	\$36572
Mid-Range Teacher Salary	\$50015	\$55815
Highest Teacher Salary	\$69780	\$70985
Average Principal Salary (Elementary)	\$86689	\$86995
Average Principal Salary (Middle)	\$99863	\$90820
Average Principal Salary (High)	\$96026	\$96447
Superintendent Salary	\$110000	\$128495

Percent of Budget for Teacher Salaries	39.7 %	39.3 %
Percent of Budget for Administrative Salaries	5.9 %	5.8 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	33	34	45	32	35	41	40	42	43
Mathematics	18	27	23	28	38	38	38	40	40
Science	23	38	24	21	29	30	27	35	38
History-Social Science	33	46	37	26	37	32	32	33	33

CST Results by Student Group Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		*
American Indian or Alaska Native	*	*	*	*
Asian	48	26	*	29

Filipino	*	*	*	*
Hispanic or Latino	33	18	12	23
Pacific Islander				
White (not Hispanic)	56	27	35	48
Male	40	27	25	43
Female	51	19	24	31
Economically Disadvantaged	35	19	16	25
English Learners	13	3	8	0
Students with Disabilities	3	0	*	0
Students Receiving Migrant Education Services	32	18	12	22

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	47.9	46.6	49.0	46.6	45.2	51.1	40.5	38.0	48.6
Mathematics	54.2	52.0	45.2	57.1	55.1	46.8	48.8	44.2	49.9

CAHSEE Results by Student Group Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English	Mathematics
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	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	59.5	23.7	16.8	51.2	34.9	14
Male	64.1	23.4	12.5	53.1	29.7	17.2
Female	55.2	23.9	20.9	49.2	40	10.8
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	82.3	11.3	6.5	67.8	25.4	6.8
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	41	31.1	27.9	35.5	45.2	19.4
English Learners	81.8	18.2	0	90.9	9.1	0
Socioeconomically Disadvantaged	73.3	13.3	13.3	66.7	26.3	7
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	54

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched similar schools. A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	5	5	6
Similar Schools	6	3	1

API Changes by Student Group Three-Year Comparison

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	24	29	-3	706
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	39	33	7	648
Pacific Islander				
White (not Hispanic)	28	21	-13	746
Socioeconomically Disadvantaged	26	24	1	651
English Learners	N/A			

Students with Disabilities	N/A			
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Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		

Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	28.6

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.9	0.5	2.8	1.2	2.8	3.8	3.2	3.1	3.5
Graduation Rate	94.0	96.6	90.0	92.0	91.8	85.0	85.3	85.0	83.0

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	65.4
Graduates Who Completed All Courses Required for UC/CSU Admission	33.3

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing		N/A

Arts		
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science	1	N/A
All courses	2	0.7

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at

<http://www.cde.ca.gov/ds/sp/ai/>. Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	24.2	27.2	29.93
Average Verbal Score	503	466	468
Average Math Score	530	482	487
Average Writing Score	N/A	455	475