



Haven Drive Middle School

341 Haven Drive, Arvin CA 93203 ♦ (661) 854-6540

2007-2008 School Accountability Report Card

Principal
David Bowling



Arvin Union
School District

<http://www.arvinschools.com>

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District Mission Statement

We believe in the worth and dignity of every individual involved in the learning process. Based on this belief, the mission of the Arvin Union School District, in partnership with parents and community, is to provide each student the opportunity to develop intellectually, emotionally, physically, and socially. Through this process, all students may become responsible and contributing members of society.

Principal's Message

Haven Drive Middle School offers a well rounded educational experience that puts the focus on the individual needs of every student. The teachers and administrators have created a "College-Going Culture" that exposes all students to the potential benefits of attending schools of higher education. The school's AVID program (Advancement Via Individual Determination) further prepares over one-fourth of the student population with the learning skills necessary to be successful in all future educational endeavors.

Haven Drive students meet success by:

- Working with AVID track teachers and the AVID elective teacher to build skills
- Engaging in regional and county academic activities
- Participating in Language Arts and Math intervention opportunities for students demonstrating difficulty in mastering curriculum
- Involvement in extracurricular sports and clubs
- Attending Summer School and After School programs

Haven Drive Middle School implemented a new graduation policy during the school year in order to emphasize the importance of key core subjects. Students are now measured for graduation on the following four criteria: 1. Students must maintain a cumulative 2.0 GPA in math during both the 7th and 8th grade. 2. Students must maintain a cumulative 2.0 GPA in language arts during both the 7th and 8th grade. 3. Students must maintain a 2.0 GPA in all other classes cumulatively during both the 7th and 8th grade. 4. Students must pass the U.S. Constitution Exam in the 8th grade.

The school has placed emphasis on providing all students with opportunities to be successful with the curriculum and the school's strict expectations for graduation. A home grown program known as "Academic All-Starts" offers struggling students ways to earn extra credit for graduation while getting extra help in language arts and math. The All-Stars meet after school, five weekends per quarter, and during summer school with Haven Drive teachers in order to master subject matter and to develop study skills to increase the likelihood of finding success during the regular school day. Coupled with "Academic All-Star" binders provided to every student to organize and plan the academic year, exclusive incentive activities to students meeting learning goals, and assessment data and grade status correspondence, students have accepted the school's challenge for success, and work hard to set and meet goals for their own learning.

The use of educational technology to enhance curriculum is prevalent across the school. Each teacher has a laptop computer, an LCD projector, and a SMART board in the classroom. Used together, these tools provide a dynamic learning environment bringing audio and visual stimuli into every lesson. Computers are available for student use in a variety of locations across campus. There are a total of five dedicated fixed labs across the school available to students and teachers to conduct research, complete reports for class assignments, and independent practice with Orchard software for math and language arts.

The school is proud of the many achievements made during the school year in academic, sporting, and other extra-curricular events. Haven Drive is proud of API results reflecting significant growth to serve as a testament that when led by encouragement to be successful, students will rise to the occasion. It is a demonstration of Haven Drive's school-wide commitment to a culture of high expectation.

Community & School Profile

Known as the "Garden in the Sun," Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally renowned as a rich agricultural area, Arvin offers a warm climate and a friendly small town atmosphere.

Established in 1945, Haven Drive Middle School is one of four schools in the Arvin Union School District. Operating on a traditional, quarterly calendar, Haven Drive served 693 students in grades seventh through eighth during the 2007-08 school year. Student body demographics are illustrated on the right.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	1.0%
American Indian	0.0%
Asian	0.4%
Caucasian	3.5%
Filipino	0.0%
Hispanic or Latino	95.1%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Students at Haven Drive Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Haven Drive Middle School has found that good discipline is a solid foundation on which to build an effective school. The goal of Haven Drive Middle School's discipline program is to provide students with positive reinforcement and opportunities to learn self-discipline through Positive Discipline, which emphasizes 16 basic skills that are important for effective peer relations and becoming a positive, contributing member of society. Every week students focus on one skill and practice it continuously. Practiced skills include: Volunteering, Resisting Peer Pressure, Accepting Criticism, and Following Instructions.

Parents and students are informed of discipline policies at the beginning of each school year through the student handbook and Back to School Night. Updates are communicated during the year through newsletters, parent conferences, and classroom postings.

Haven Drive Middle School provides a behavior modification program where students are able to continue their instructional lessons under the guidance of a certificated staff member. The following Suspensions and Expulsions table illustrates total cases for the last three years, as well as the percentage of enrollment.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	105	250	115	197	318	294
Suspension Rate	10.3%	24.0%	16.6%	6.3%	9.9%	8.9%
Expulsions	6	13	2	8	14	22
Expulsion Rate	0.6%	1.2%	0.3%	0.3%	0.4%	0.7%

Recognition Programs

It is the desire of the Haven Drive Middle School staff to encourage positive behavior and provide incentives and attainable goals for all students. With this in mind, Haven Drive Middle School has developed an extensive list of schoolwide recognition programs including:

- Academic All Star Incentives
- Perfect Attendance
- Math Field Day Awards
- Spelling Bee Award
- Classroom Awards
- California Junior Scholarship Federation
- Platinum and Gold Honor Society
- Graduation Honor Awards
- Quarterly Academic Certificates and Incentives
- \$2,000 College Scholarships (5 awards per year)

Extracurricular Activities

Haven Drive Middle School recognizes that extracurricular activities enrich the educational and social development of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. During the 2007-08 school year the extracurricular activities included:

- Leadership Field Trip
- All Sports Trips
- AVID
- Oral Language Festival
- Band
- All-Star Activities
- Dances
- History Day
- Constitution Day
- Henry Greve Contest
- Intramurals

School Attendance & Enrollment

Regular attendance at Haven Drive Middle School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent.

The attendance clerk monitors student attendance very closely, and makes phone calls to parents on a daily basis. Letters will be sent home if absences become a problem. Arvin Union School District is in the process of developing a School Attendance and Review Board (SARB). Students with excessive tardies, trancies and absences will be referred to the SARB.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and student attendance is carefully monitored to identify those students exhibiting excessive absences.

The chart illustrates the enrollment trend for the past three years.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
6th	332	346	-
7th	361	340	350
8th	328	356	343

Class Size

Haven Drive Middle School maintained a schoolwide average class size of 24.6 students and a pupil-to-teacher ratio of 19.4:1 for the 2007-08 school year. The following chart illustrates average class size and the number of classrooms for each range of students, by subject area.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
06	07	08	06	07	08	06	07	08	06	07	08	
English	27	25	24	7	11	9	33	35	20	-	2	1
Mathematics	27	28	26	4	1	7	29	36	31	1	2	-
Science	28	28	25	2	-	5	30	30	19	-	-	-
Social Science	28	28	26	2	2	2	32	29	24	-	2	-

Curriculum Development

All curriculum development at Haven Drive Middle School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Haven Drive Middle School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

The District Curriculum Committee and Haven Drive Alignment Committee, consisting of teachers and administration, evaluate the success of the curriculum and instructional methods. These teams determine any areas of weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.

School Facilities & Safety

Built in 1945, Haven Drive Middle School offers a safe and secure campus for students, staff, and visitors. Currently Haven Drive Middle School consists of 46 classrooms, a library, five computer labs, a multipurpose room/cafeteria, a staff room, one gym, one playground, and a video studio. Facility information is current as of October 2008. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

Haven Drive Middle School's Comprehensive School Site Safety Plan is revised each fall by school administrators and classified staff to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. A key element of the Safety Plan is disaster management training for the staff.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The table below shows the results of the most recent school facilities inspection, as of October 2008. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Fire drills are held once a month, while earthquake and lock down drills are held once a year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available.

Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

School Facility Conditions				
Date of Last Inspection: 08/19/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff of six to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication (December 2007), 100% of restrooms were fully functional.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2008-09 school year the district allocated \$119,954 for the deferred maintenance program. This represents 0.42% of the general fund budget. Please see the district for a complete list of deferred maintenance projects.

Counseling & Support Staff

It is the goal of Haven Drive Middle School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school provides qualified personnel to offer counseling and support services, on a part-time and/or full-time basis. When additional assistance is necessary, the following resources have been made available.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Attendance Clerk	1	0.5
Counselor	2	2.0
Library Clerk	1	1.0
Nurse	1	1.0
Psychologist	2	1.5
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aides	4	2.0
SDC Aide	5	3.0
Special Day Class (SDC) Teachers	3	3.0
Technology Coordinator	1	0.3
Technology Teacher	1	1.0

Students identified as English Language Learners (ELL) participate in immersion classes and are grouped by fluency level. Teaching strategies and instructional materials have been developed from the Specially Designed Academic Instruction Delivered in English (SDAIE) methodology.

A Gifted and Talented Education (GATE) program is available for those students that qualify. Students receive challenging instruction within the traditional classroom. The instructional focus is language arts for all students. Sixth grade students receive embedded advanced instruction in math and language arts.

The AVID (Advancement Via Individual Determination) program is offered as an elective course for sixth through eighth grade students. AVID provides curriculum and tutoring to prepare students for college level instruction. In addition, students are encouraged to explore career options using the Career Path software.



Student Achievement & Testing

Student achievement is the district's highest priority. Arvin Union School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards.

California Achievement Test Survey (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the California Achievement Test (CAT/6). Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level in Reading and Math.

Physical Fitness

In the spring of each year, Haven Drive Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2007-08 school year (the most current information at time of publication), 63.2% of seventh grade students met the HFZ.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Data Sources

Data within the SARC was provided by Arvin Union Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Contact Information

Parents who wish to participate in Haven Drive Middle School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (661) 854-6540.

Parent & Community Involvement

Haven Drive Middle School recognizes the positive correlation between parent and community involvement and the success of students.

Parents and community members are encouraged to join the teachers and District administrators in the many activities, programs, and organizations that support its students, such as: The School Site Council, PTA, and Parent Institute. The school and district partner with community service organizations and local businesses to hold the "ASUD Fall Festival" in October.

The Festival offers a safe Halloween experience for children and offers information for local health and human services through local and county auspices. Each year, the event draws thousands of Arvin parents and their children for a fun and cheerful experience.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
Reading			Math			
7			7			
06	07	08	06	07	08	
All Students						
School	22	28	27	26	27	28
District	22	28	27	26	27	28
State	46	47	49	50	51	52
Males						
School	18	21	24	24	26	28
Females						
School	27	35	30	28	27	28
Migrant Education						
School	23	23	22	25	23	26
Socioeconomically Disadvantaged						
School	21	27	26	26	26	28
Hispanic or Latino						
School	22	28	26	25	26	27
Caucasian						
School	18	36	64	27	55	55
Students with Disabilities						
School	5	4	5	7	7	5
English Learners						
School	8	12	13	13	13	16

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	2	1	1	
Similar Schools Rank	8	6	5	
All Students				
Actual Growth	-8	16	27	642
Socioeconomically Disadvantaged				
Actual Growth	-11	16	28	639
Hispanic or Latino				
Actual Growth	-9	15	25	637
English Learners				
Actual Growth	-3	0	21	608

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science for the most recent three-year period, is shown on the chart.

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts			Math			Science			Social Science											
	6	7	8	6	7	8	6	7	8	8	8	8									
	06	07	08	06	07	08	06	07	08	06	07	08									
All Students																					
School	15	20	**	19	25	31	19	15	24	17	24	**	22	23	19	14	18	33	13	15	17
District	15	20	21	19	25	31	19	15	24	17	24	22	22	23	19	14	18	33	13	15	17
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	11	15	**	13	17	25	16	10	16	15	24	**	21	23	21	15	18	32	14	16	16
District	11	15	18	14	17	25	17	10	16	16	23	23	21	23	22	16	18	32	14	16	16
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	18	26	**	25	32	38	23	19	31	19	24	**	22	24	18	12	19	34	12	14	18
District	18	26	25	25	32	38	23	18	30	19	24	22	22	24	18	12	18	34	11	14	18
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Migrant Education																					
School	7	20	**	16	19	27	20	13	17	9	30	**	26	20	18	16	19	23	14	9	14
District	7	20	20	16	19	26	20	13	17	9	30	20	25	20	18	17	19	22	14	9	14
State	18	20	24	21	24	25	18	20	23	23	24	26	25	26	27	18	24	32	13	16	16
Socioeconomically Disadvantaged																					
School	14	20	**	18	23	31	18	14	24	16	23	**	21	22	19	14	18	33	12	15	17
District	14	20	21	18	23	31	18	14	24	16	23	22	21	22	19	14	18	33	13	15	17
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
Hispanic or Latino																					
School	14	19	**	18	25	31	18	13	22	17	23	**	21	23	19	14	18	32	13	14	16
District	14	20	22	18	25	31	18	14	23	17	23	22	21	24	19	14	18	32	13	15	16
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
Caucasian																					
School	33	50	**	9	27	73	36	*	46	25	50	**	18	27	45	9	*	54	18	*	38
District	33	50	0	9	27	72	36	0	46	25	50	0	18	27	45	9	0	54	18	0	39
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53
Students with Disabilities																					
School	6	0	**	5	7	0	5	3	4	9	0	**	7	7	0	3	3	8	3	0	8
District	6	0	0	5	7	0	5	3	4	9	0	0	7	8	0	3	3	8	3	0	8
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11
English Learners																					
School	4	8	**	4	10	13	4	1	9	6	14	**	15	11	8	4	7	17	2	4	7
District	4	8	12	4	10	13	3	1	9	5	14	16	15	11	8	4	7	17	2	4	7
State	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14	9	12	18	6	6	6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

** No 6th graders enrolled.

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2003-2004	2004-2005
Year in PI (2008-09)	Year 5	Year 3
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	75.00%

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	No		No	

Instructional Materials

Arvin Union Elementary School District held a Public Hearing on September 18, 2007, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The most recent textbooks (as of October 2008) for Haven Drive Middle School are illustrated in the chart.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	Language Arts	Prentice Hall	2003	Yes	0.0%
7th-8th	English Language Development	High Point	2006	Yes	0.0%
7th	Mathematics	McDougal Littell	2002	Yes	0.0%
8th	Mathematics	McDougal Littell	2008	Yes	0.0%
7th-8th	Science	Holt, Rinehart & Winston	2008	Yes	0.0%
7th-8th	Health	Project Alert	2005	Yes	0.0%
7th-8th	Social Science/History	McDougal Littell	2008	Yes	0.0%

Computer Resources

Haven Drive Middle School has five mobile computer labs with 30 computers each and two computer labs containing 30 computers. One is a general use lab the second lab is for the Industrial Technology class. All classrooms are equipped with an average of five Internet-connected computers, Smartboards, LCD projector, and a laptop. Students receive computer-assisted instruction from a full-time computer teacher in various software programs, including Orchard Language Arts and Math, PowerPoint and Scholastic Reading.

Computer Resources			
	05-06	06-07	07-08
Computers	325	315	315
Students per computer	3.1	3.3	2.2
Classrooms connected to Internet	45	45	315

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Kern County, which contain numerous computer workstations. For more information on hours and locations please visit: <http://www.kerncountylibrary.org/>.

Library Information

The Haven Drive Middle School library, which is staffed by a full-time library clerk, is stocked with over 10,950 titles and videos that are available to check out. Students visit the library on a regular basis and are encouraged to visit before and after school. Professional resources are also available for teachers and staff.

Teacher Assignment

Arvin Union School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Haven Drive Middle School had 29 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	43	45	29	146
Without Full Credentials	6	5	8	19
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	8	12	4
Misassignments of Teachers (other)	0	0	13
Total Misassignments of Teachers	8	12	17
Vacant Teacher Positions	0	0	1

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	77.6%	22.4%
District	79.1%	20.9%
High-Poverty Schools in District	78.5%	21.5%
Low-Poverty Schools in District	100.0%	0.0%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. The district offers three staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Expenditures & Services Funded

Arvin Union School District spent an average of \$7,678 to educate each student (based on 2006-07 audited financial statements). The chart provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,834
From Restricted Sources	\$3,729
From Unrestricted Sources	\$5,105
District	
From Unrestricted Sources	\$5,105
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	3.68%

In addition to general state funding, Arvin Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Special Education Master Plan
- Instructional Materials
- Home-to-School Transportation
- Class Size Reduction
- Economic Impact Aid (EIA)
- Gifted and Talented Pupils
- Peer Assistance and Review (PAR)
- Healthy Start
- School Improvement Program (SIP)
- Staff Development
- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Discretionary Grants

Teacher & Administrative Salaries as a Percentage of Total Budget

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state having between 1,000 and 4,999 Average Daily Attendance (ADA). The table illustrates the teacher and administrative salary at the district and compares it to the state (based on 2006-07 financial statements).

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$40,782	\$39,773
Mid-Range Teachers	\$60,572	\$61,167
Highest Teachers	\$74,703	\$78,093
Elementary School Principals	\$79,324	\$97,851
Middle School Principals	\$89,542	\$102,064
Superintendent	\$121,757	\$140,582
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.0%	41.0%
Administrative Salaries	4.1%	5.9%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$62,089
District	\$55,838
Percentage of Variation	11.2%
School & State	
All Unified School Districts	\$61,488
Percentage of Variation	0.97%

