

Galt Joint Union High School District

Grades Nine through Twelve

"Pursuing Academic Excellence"

Thomas Gemma, Superintendent

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2007-08 District Accountability Report Card

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Mission Statement

The mission of the Galt Joint Union High School District is to ensure that each student graduates, achieves his/her goals and becomes a contributing member of society through effective personalized educational programs and facilities in partnership with family and community.

Community & District Profile

Galt Joint Union High School District is located in the city of Galt, in Sacramento County, situated between Stockton and the state capital of Sacramento. While Galt is a fast growing community, it retains its small town charm, hosting one of Northern California's largest farmer's markets. Galt Joint Union High School District is comprised of one high school and one continuation school. During the 2007-2008 school year 2,475 students were enrolled in grades nine through twelve on a traditional semester schedule. Galt Joint Union High School District is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. Curriculum is focused on meeting the needs of all students through standards-based instruction.



Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	1.2%
American Indian	2.0%
Asian	2.4%
Caucasian	48.0%
Filipino	1.1%
Hispanic or Latino	41.2%
Pacific Islander	0.4%
Multiple or No Response	3.7%

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	609	638	610
10th	621	609	640
11th	530	593	600
12th	491	502	625

Title I Funding and No Child Left Behind

Title I funding plays a critical role in No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school.

NCCB 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.

Galt Joint Union High School District supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their professional growth as well as for the benefit of the school. During the 2007-08 school year, certificated staff consisted of 125 employees, including administrators. The districtwide average teaching experience was 10 years, and the average amount of time within the school district was eight years. The chart illustrates teacher credential status as well as teacher education levels in the Galt Joint Union High School District.

Teacher Credential Status		
2007-08		
	Number of Teachers	Percent of Teachers
Fully Credentialed	107	94.0%
University Intern	3	2.8%
District Intern	4	3.7%
Working outside subject	0	0.0%
Teacher Misassignments	0	0.0%
Vacant Teacher Positions	0	0.0%

Teacher Education Levels		
Doctorate	0	0.0%
Master's Degree +30	4	3.5%
Master's Degree	33	28.9%
Bachelor's Degree +30	98	85.9%
Bachelor's Degree	16	14.0%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). NCLB 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, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed below.

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

Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in the SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development. Galt Joint Union High School District provides a test site for the SAT in November and June each year.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
	School				
05-06	419	28.4%	482	483	477
06-07	434	31.3%	478	494	471
07-08	417	31.8%	496	519	494

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 Language Arts and Social Science, for the most recent three-year period, is shown below. Summative scores are unavailable for math, science, and ninth-grade social science. For course specific scores, please visit <http://star.cde.ca.gov>.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of students achieving Advanced and Proficient levels is reported. Data is broken down by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. Comparative school level results may be obtained in each school's annual School Accountability Report Card, which is available at the school and district offices.



California Standards Test (CST)												
Combined % of Students Scoring at Proficient and Advanced Levels												
	Language Arts						Social Science					
	9		10		11		10		11			
	06	07	08	06	07	08	06	07	08	06	07	08
All Students												
District	55	54	59	40	39	42	41	37	37	42	36	39
State	44	47	49	37	37	41	36	37	37	30	29	33
Males												
District	48	48	52	30	35	35	37	29	30	39	39	41
State	40	43	45	33	33	37	33	33	33	33	34	38
Females												
District	62	61	65	50	44	49	44	47	44	44	32	37
State	48	53	53	42	41	45	39	41	41	27	26	29
Migrant Education												
District	32	33	42	17	27	17	28	15	22	26	34	14
State	21	26	25	14	14	19	14	14	15	12	13	15
Socioeconomically Disadvantaged												
District	42	38	45	26	29	29	25	28	24	28	27	27
State	27	32	33	21	21	26	21	22	22	17	17	20
African American												
District	36	55	61	0	0	45	44	0	0	0	0	40
State	28	33	34	22	23	26	21	22	22	15	15	19
Asian												
District	87	53	50	31	79	58	0	7	59	41	58	35
State	65	71	73	58	58	64	55	57	58	53	51	55
Hispanic or Latino												
District	41	39	44	25	31	27	29	28	27	30	28	25
State	28	32	34	21	23	27	21	23	22	17	18	21
Caucasian												
District	64	65	70	49	43	50	47	46	43	51	40	51
State	63	66	68	54	55	57	50	52	53	45	44	49
Students with Disabilities												
District	0	0	11	3	5	4	4	0	3	13	17	13
State	9	10	11	6	7	7	6	6	6	8	8	11
English Learners												
District	12	7	3	4	1	4	8	8	2	11	9	10
State	7	10	9	4	4	6	4	4	4	5	6	6

