



Haven Drive Middle School

2006-2007 School Accountability Report Card

Grades Six through Eight

Mr. David Bowling
Principal



Arvin Union School District

<http://arvin.k12.ca.us>

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District Mission Statement

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.

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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, and ensures that all students have an opportunity to visit a four-year university in the eighth grade. 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

During the school year, Haven Drive focused on strategic goals for our students through intervention classes in math and reading. Vertical articulation with Arvin High School, partnerships with United Way/Kern Learn Project, and an Enhancing Education Through Technology (EET) Grant also contributed to achieving these goals.

The staff at Haven Drive is committed to working together in a collaborative effort to improve its instructional program in all grades and subjects. Teachers meet regularly to assess student performance and ascertain their specific needs in order to develop a plan to maximize instructional efforts. Additionally, each grade level has been divided in half to create two smaller learning communities that the school had labeled "academies". These academies allow teachers to develop stronger relationships with students and their families. All of the teachers in an academy have a common planning period to allow them to meet together as needed any day of the week. This is especially powerful when a parent wants to meet with their child's teachers to discuss progress.

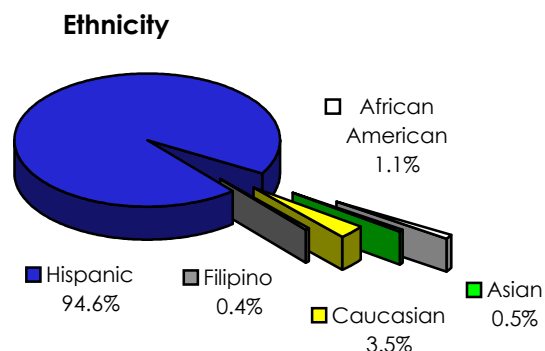
The use of educational technology to enhance curriculum is prevalent across the school. Each teacher has a laptop computer, an LCD projector, and a SMART board in the classroom. Used together, these tools provide a dynamic learning environment bringing audio and visual stimuli into every lesson. Computers are available for student use in a variety of locations across campus. They can be found in the classrooms, two dedicated computer labs, and five 30 unit mobile laptop labs.

The school is proud of the many achievements made during the school year in academic, sporting, and other extra-curricular events. Most importantly, the school is proud of the 349 students that met or exceeded the school's requirements for graduation. 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 three schools in the Arvin Union School District. Operating on a traditional, quarterly calendar, Haven Drive served 1,042 students in grades six through eight during the 2006-07 school year. Student body demographics are illustrated below.



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					
	Haven Drive			Arvin USD		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	123	105	250	215	197	318
Suspension Rate	12.2%	10.3%	24.0%	7.0%	6.3%	9.9%
Expulsions	1	6	13	1	8	14
Expulsion Rate	0.1%	0.6%	1.2%	0.03%	0.3%	0.4%

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:

- Student of the Month
- High Achievement
- Academy Awards
- Perfect Attendance
- Math Field Day Awards
- Writing Contests
- Spelling Bee Award
- Classroom Awards

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 2006-07 school year the extracurricular activities included:

- Leadership Field Trip
- All Sports Trips
- AVID
- Oral Language Festival
- Bank of America Contest
- Intramurals
- Dances
- History Day
- Constitution Day
- Henry Greve Contest
- Kern Learn

Class Size

Haven Drive Middle School maintained a schoolwide average class size of 28.5 students and a pupil-to-teacher ratio of 21.2:1 for the 2006-07 school year. The following chart illustrates average class size and the number of classrooms for each range of students, by subject area.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
				1-20 Students		21-32 Students		33+ Students				
	05	06	07	05	06	07	05	06	07	05	06	07
Sixth Grade	n/a	29	n/a			4						
English	23	27	25	19	7	11	27	33	35			2
Math	25	27	28	10	4	1	26	29	36	1	1	2
Science	26	28	28	7	2		29	30	30	1		
Social Science	25	28	28	9	2	2	28	32	29			2

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, two computer labs, a multipurpose room/cafeteria, a staff room, one gym, one playground, and a video studio. Facility information is current as of October 2007. 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.

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.

The table below shows the results of the most recent school facilities inspection, as of November 2007. 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.

School Facility Conditions				
Date of Last Inspection: August 22, 2006				
Overall Summary of School Facility Conditions: Exemplary				
Item Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			
Interior Surfaces (walls, floors, & ceilings)	X			
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	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.

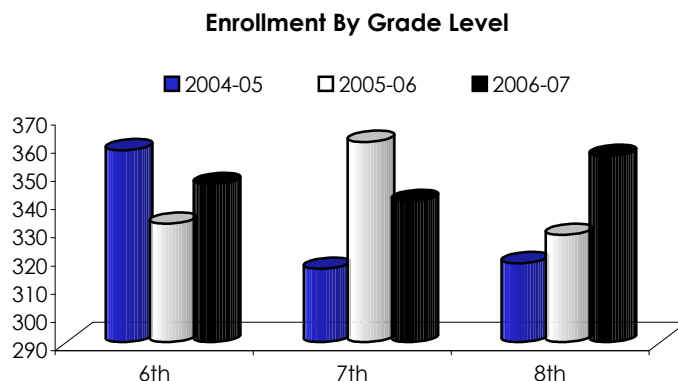
For the 2006-07 school year the district allocated \$137,062 for the deferred maintenance program. This represents 0.77% of the general fund budget. Please see the district for a complete list of deferred maintenance projects.

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, truantries 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 below illustrates the enrollment trend for the past three years.



School Leadership

Leadership at Haven Drive Middle School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties for the past two years have been assumed by Principal David Bowling. Mr. Bowling's prior experience includes four years as the Vice Principal at Haven Drive, four years as a Technology Coordinator, and in AVSD, totaling 15 years of experience in education.

Haven Drive Middle School encourages staff and faculty members to participate in leadership teams and organizations, such as Grade Level Teams and the School Site Council. Grade Level Teams focus on curriculum planning, enrichment activities and student assessment. The School Site Council representatives meet regularly with administrators, parents and community members to evaluate the progress of the school as a whole.

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 Standards Tests (CST)

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, and Social Science (grade 8) for the most recent three-year period, is shown on the right. For results on course-specific tests, please visit <http://star.cde.gov>.

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 2006-07 school year (the most current information at time of publication), 51.4% of seventh grade students met the HFZ.

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		8			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students															
Haven Drive	14	15	20	22	19	25	18	19	15	18	17	24	22	22	23
California	38	41	42	43	43	46	39	41	39	40	41	42	37	41	39
Females															
Haven Drive	18	18	26	32	25	32	21	23	19	18	19	24	28	22	24
California	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38
Males															
Haven Drive	10	11	15	15	14	17	16	17	10	18	16	24	18	21	23
California	35	39	40	38	38	42	34	37	37	41	42	42	37	41	39
English Learners															
Haven Drive	3	4	8	4	4	10	4	3	1	10	5	14	8	15	11
California	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13
Socioeconomically Disadvantaged (SED)															
Haven Drive	13	14	20	22	18	23	18	18	14	18	16	23	23	21	22
California	22	26	27	28	28	31	22	28	26	26	28	28	23	27	27
Students with Disabilities															
Haven Drive	0	6	0	0	5	7	0	5	3	4	9	0	6	7	7
California	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9
Migrant Education															
Haven Drive	14	7	20	21	16	19	22	20	13	21	9	30	26	25	20
California	15	18	20	19	21	24	15	18	20	21	23	24	19	24	26
Caucasian															
Haven Drive	17	33	50	*	9	27	*	36	*	8	25	50	*	18	27
California	58	61	61	66	63	66	58	62	62	58	58	58	61	58	54
Hispanic															
Haven Drive	13	14	19	22	18	25	18	18	13	18	17	23	23	21	23
California	22	27	28	28	28	32	23	25	26	26	29	29	28	28	27

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

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	7			7		
	05	06	07	05	06	07
Haven Drive	27	22	28	30	26	27
California	46	46	47	49	50	51
Subgroups						
Females	32	27	35	33	28	27
Males	24	18	21	27	24	26
Socioeconomically Disadvantaged (SED)	27	21	27	30	26	26
English Learners	8	8	12	12	13	13
Migrant Education	26	23	23	30	25	23
Students with Disabilities	3	5	4	10	7	7
Caucasian	*	18	36	*	27	55
Hispanic	27	22	28	30	25	26

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

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 on the left 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.



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, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed at right.

Adequate Yearly Progress (AYP) 2007				
	Haven Drive		Arvin USD	
Made AYP Overall	No		No	
Met AYP Criteria	English- Language Arts	Mathematics	English- Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	Yes
API	Yes		Yes	
Graduation Rate	n/a		n/a	

Academic Performance Index (API)

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.



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.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	2	2	1	
Similar Schools Rank	7	8	6	
All Students				
Actual API Growth	0	-8	16	616
Hispanic				
Actual API Growth	1	-9	15	612
Socioeconomically Disadvantaged				
Actual API Growth	-1	-11	16	611
English Learners				
Actual API Growth	-	-3	0	587

Federal Intervention Programs		
Program Improvement (PI)		
	Haven Drive	Arvin USD
Program Improvement Status	In PI	In PI
First Year of PI	2003-04	2004-05
Year in PI (2007-08)	5	3
Number of Schools Currently in PI	n/a	3
Percent of Schools Identified for f	n/a	100.0%

Textbooks & Instructional Materials

Arvin Union Elementary School District held a Public Hearing on October 16, 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 table at right illustrates most recent textbooks (as of November 2007) for Haven Drive Middle School.

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.

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.

Textbooks					
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	Prentice Hall	6-8	02-03	All textbooks are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0%
Math	McDougal Littell	6-8	01-02		0%
Social Science	Pearson/Prentice Hall	6	06-07		0%
	McDougal Littell	7-8	06-07		0%
Science	Holt, Rinehart, & Winston	6-8	00-01		0%

Computer Resources

	2004-05	2005-06	2006-07
Computers	170	325	315
Students per computer	5.8	3.1	3.3
Classrooms connected to Internet	45	45	45

Teacher Evaluation & Professional Development

A constructive evaluation process has been established to promote quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

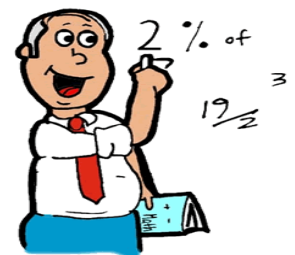
The school principal conducts each evaluation and assess performance based on specific criteria, including: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, and Developing as a Professional Educator.

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. Topics for staff development during the 2006-07 school year included:

- Social Studies
- Thinking Maps
- High Point
- Pacing Guides
- Focused Approach
- Writing Across the Content Areas Genre
- Language Frames
- Math

Arvin Union School District faculty members may participate in the Peer Assistance and Review (PAR) program, which provides beginning teachers and veteran teachers with personal support, guidance, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence.

Additionally, a Beginning Teacher Support and Assessment (BTSA) facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.



Teacher Assignment

Arvin Union School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Haven Drive Middle School had 45 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	Haven Drive			Arvin USD
	04-05	05-06	06-07	06-07
Fully Credentialed	49	43	45	154
Without Full Credential	6	9	10	21
Teaching Outside Subject Area	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. For the 2007-08 school year, the most current data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	13	8	12
Teacher Misassignments (other)	0	0	0
Total Teacher Misassignments	13	8	12
Vacant Teacher Positions	0	0	0

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	Non-NCLB Compliant Teachers
Haven Drive	72.7%	27.3%
All District Schools	81.1%	18.9%
High-Poverty Schools in District	81.1%	18.9%
Low-Poverty Schools in District	Not Applicable	

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and has a pool of fully credentialed and qualified substitutes. On occasions when a substitute teacher is not available for an absent teacher, another teacher will fill in during his/her prep period.

Community & Parent 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. Haven Drive Middle School participates in the Police Activities League (PAL), which is operated by law enforcement officers and other volunteers who network within their respective communities to create collaborative relationships with youth through a wide variety of programs and activities. The activities California PAL sponsors are as diverse as the youth who participate in them - from athletic teams and events, to camping trips, ski trips, after school tutoring, self-esteem programs, computer training and educational field trips.

Counseling & Other Support Services

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
Counselors *	2	2.0
Attendance Clerk	1	0.5
Library Clerk	1	1.0
Psychologists	2	1.5
Speech/Language Therapists	3	1.5
Nurse	1	1.0
Technology Teacher	1	1.0
Technology Coordinator	1	0.3
Resource Specialist Program Teachers	2	2.0
RSP Aides	4	2.0
Special Day Class (SDC) Teachers	3	3.0
SDC Aides	5	3.0

* Counselor to Pupil ratio - 1:521.

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.

Instructional Minutes & Minimum Days

For the 2006-07 school year, Haven Drive Middle School offered 180 days of instruction, comprised of 171 regular days and nine minimum days. Regularly scheduled shortened days are set aside for teachers to use their professional judgment in order to improve and enhance their curriculum.

During the 2006-07 school year, all instructional minutes offered at Haven Drive Middle School totaled 60,609 minutes for all grade levels, which exceeded the State of California requirement of 54,000 minutes at the middle school level.

Curriculum Improvement

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.

Expenditures & Services Funded

Arvin Union School District spent an average of \$7,381 to educate each student (based on 2005-06 audited financial statements). The chart below 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		
Haven Drive	Total	\$8,338
	From Restricted Sources	\$3,550
	From Unrestricted Sources	\$4,788
Arvin USD	From Unrestricted Sources	\$4,788
	Percentage of Variation between School & District: 0%	
California	From Unrestricted Sources	\$4,943
	Percentage of Variation between School & State: 3.1%	

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

Salary & Budget Comparison

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 5,999 Average Daily Attendance (ADA). The table below illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2005-06 financial statements).

Average Teacher Salaries		
School & District	Haven Drive	\$52,293
	Arvin USD	\$54,033
	Percentage of Variation: 3.22%	
School & State	Haven Drive	\$52,293
	All Elementary School Districts	\$58,519
	Percentage of Variation: 10.6%	

The table below illustrates teacher and administrative salaries at the district and state level.

Average Salary Information Teachers - Principal - Superintendent 2005-2006		
	Arvin USD	California
Beginning Teachers	\$39,026	\$38,159
Mid-Range Teachers	\$57,963	\$59,148
Highest Teachers	\$71,485	\$73,514
Elementary Principals	\$75,908	\$91,903
Middle School Principals	\$88,943	\$95,855
Superintendent	\$116,514	\$132,994
Salaries as a Percentage of Total Budget		
Teachers Salaries	37.1%	41.6%
Administrative Salaries	3.4%	5.9%

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.

