



SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2007 for Academic Year 2005–06

Dr. Carl A. Cohn, Superintendent

4100 Normal Street

San Diego, CA 92103

www.sandi.net



Gompers Charter Middle School A UCSD Partnership

Director's Statement

Gompers Charter Middle School (GCMS) was established in 2005 as a college preparatory charter school that prepares traditionally underrepresented children, both academically and socially, for success in high school and the University of California and California State University systems. GCMS is in a partnership with the University of California, San Diego (UCSD) and works in close collaboration with its Center for Research on Educational Equity, Assessment, and Teaching Excellence (CREATE). This partnership allows the school's 800-student enrollment to have access to college tutors on a daily basis, field trips to UCSD, internship opportunities, teacher professional development support, data analysis of student progress, and UCSD staff to serve on the Board of Directors for the school.

Each school day begins with every student assigned to a college team class. This is a small cohort of students that meets with the teachers they will have each day to better prepare them for the day of learning ahead. This is followed by 90 minutes of math and English, with other core courses, such as history and science, offered on alternate afternoons. The school day has been extended by an hour and a half to include a new program called Encore. Encore offers students an outlet to achieve in student government, sports, and other programs guided by the interests of the student. The school culture embraces character education with a focus on all students demonstrating REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard work). Throughout the school year, academic and social supports are designed to assist all students and families to meet a challenging curriculum, including additional study periods, extended school day, Saturday Academy, Family Services Center counseling support, and attendance at a site-based college class.

Family and community involvement is crucial to success at GCMS. It was through this support that the school's initial charter was approved, and it is through the continued collaboration and involvement that our children will achieve to the highest levels. Multiple opportunities are available for parents to complete the school's 15 hours of volunteer service requirement. GCMS believes all students should have access to a college education and understands the many obstacles urban children face in reaching that goal. Successful GCMS families understand and support students as they undergo the rigor of college-preparatory work and the challenges that the GCMS program entails.

GCMS has instituted a zero-tolerance policy with regard to discipline and poor academic achievement related to a lack of effort on the part of the student. This "tough love" approach has contributed to a safe learning environment where all students can have access to a high-quality education.

Instruction and Curriculum

Instruction and instructional leadership are at the heart of GCMS's achievement efforts. Professional development for teachers and school leaders is provided in a variety of ways (weekly executive leadership professional development, professional book groups, visits from outside groups to provide coaching for staff, weekly teacher professional development, common content planning and development periods, academic coaches in literacy and math, district training for special education staff). Additional support is provided to teachers through ongoing classroom observations, feedback, and modeling of good practice sessions by experienced teacher leaders and leadership team members.

Opportunities for Parent Involvement

Parent involvement is at the core of a GCMS student's success. Because we know that our parents want to be involved in ensuring their child's future success, we have created multiple ways for them to get involved in their child's education. We have hired a full-time parent engagement director who is committed to communicating with and engaging parents as partners in their children's education. Each GCMS family commits to 15 hours of volunteer per school year and is given numerous avenues through which to fulfill this requirement. We believe strongly that the partnership of a high-quality school and an involved family is essential to our students' positive academic and social success.

If you want to get involved, please contact Michelle Evans at (619) 263-2171.

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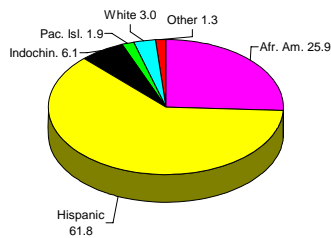
www.gomperscharter.org

Vincent M. Riveroll, Director

At A Glance: 2005–06

School type:	Middle Level
Schedule:	Traditional
Grade level:	6–9
Total enrollment:	787
Total teachers:	54
Per pupil expenditure:	\$4,852

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
01–02	
02–03	
03–04	
04–05	91.12
05–06	93.45

Business and Community Partners

University of California, San Diego (UCSD)

San Diego Urban League

UCSD Center for Research on Educational Equity, Assessment, and Teaching Excellence (CREATE)

Wells Fargo

Diamond Parents of GCMS

Girard Foundation

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2004	2005	2006	2006
Full credential and teaching in subject area		28	35	5,351
Full credential but teaching outside subject area		5	3	516
Without full credential		12	16	625
Total		45	54	6,492

Academic Performance Index (API)

The 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 API performance target of 800. Detailed information about the API can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/.

This table displays the school's statewide and similar-schools API ranks. 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

Standardized Testing and Reporting (STAR) Program

Through the California STAR Program, students in Grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Prior to 2005, the norm-referenced test (NRT) tested reading/language arts and mathematics (Grades 2–11), spelling (Grades 2–8), and science (Grades 9–11). Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in Grades 3 and 7 only, and no longer test science in any grade. To protect student privacy, "–" is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006		2004	2005	2006	2004	2005	2006	2004	2005	2006
7		12.8	18.5	35.9	41.9	45.6	36	43	43	7		8.8	11.0	32.4	35.8	43.1	33	37	41
8		11.3	10.1	33.6	40.4	41.4	33	39	41	8		9.1	1.8	19.1	26.2	28.2	29	31	35
9		13.8	16.6	38.9	45.9	43.7	37	43	44	9		3.0	5.1	13.2	17.0	16.8	21	23	25

Norm-Referenced Test (NRT): Reading and Mathematics

Percentage of students scoring at or above the 50th percentile (the national average):

Gr	READING									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006		2004	2005	2006	2004	2005	2006	2004	2005	2006
7		13.6	23.2	44.2	44.6	48.3	45	46	46	7		18.8	17.3	46.3	47.2	50.0	47	49	50

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or from the Internet (studata.sandi.net/research/sarcs/). The complete SARC is roughly 16 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finance. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement or International Baccalaureate programs; SAT scores; college test-preparation courses; and the degree to which students are prepared to enter the workforce).