Geyserville Educational Park High

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	Geyserville Educational Park High
Street	1300 Moody Ln.
City, State, Zip	Geyserville, Ca, 95441
Phone Number	707-857-3592
Principal	Katherine Hadden, Principal
E-mail Address	kathyh@gusd.com
County-District-School (CDS) Code	49707064932109

District	
District Name	Geyserville Unified
Phone Number	(707) 857-3592
Web Site	http://www.gusd.com
Superintendent First Name	Joseph
Superintendent Last Name	Carnation
E-mail Address	cmenicucci@gusd.com

Last updated: 1/27/2014

School Description and Mission Statement (School Year 2012-13)

The mission of Geyserville Educational Park is to
produce, within a safe and caring environment, educated, compassionate citizens
who achieve and perform at all levels of learning, are prepared to live
fulfilling lives, and contribute to their community and the world in which they
live. Our well-qualified and caring faculty and staff challenge each student to
his or her highest potential in this lifelong pursuit of learning, excellence
and service to others..

Last updated: 1/27/2014

Opportunities for Parental Involvement (School Year 2012-13)

There are many opportunities for parent involvement at
Geyserville Educational Park.
Some of the organizations that meet on a monthly basis are: Boosters,
Educational Foundation, Bilingual Advisory Committee (BAC), and Site Council.
The local Kiwanis Club also has parent members who help with school programs
and scholarships. Each year there is a BAC Parent Visitation Day, as well as a
6th grade parent orientation, freshman parent orientation and Back
to School Night in the fall and Open House in the Spring

Last updated: 1/27/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.
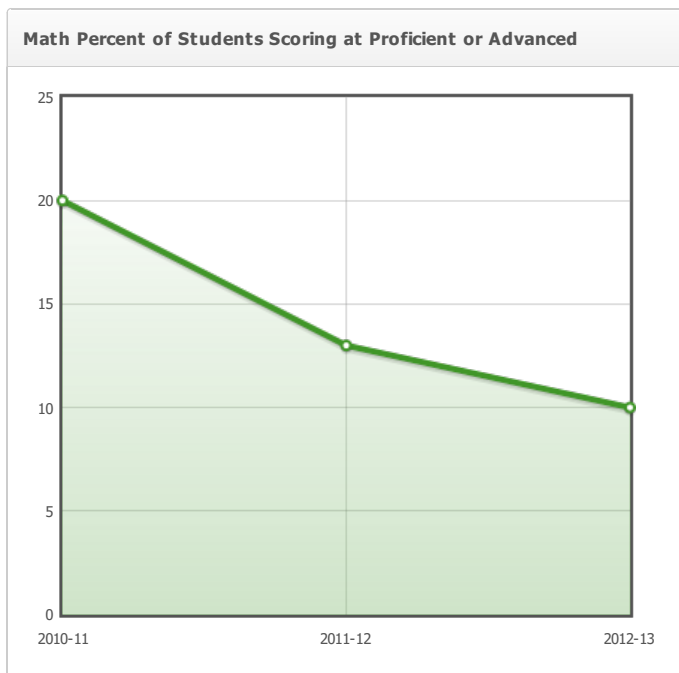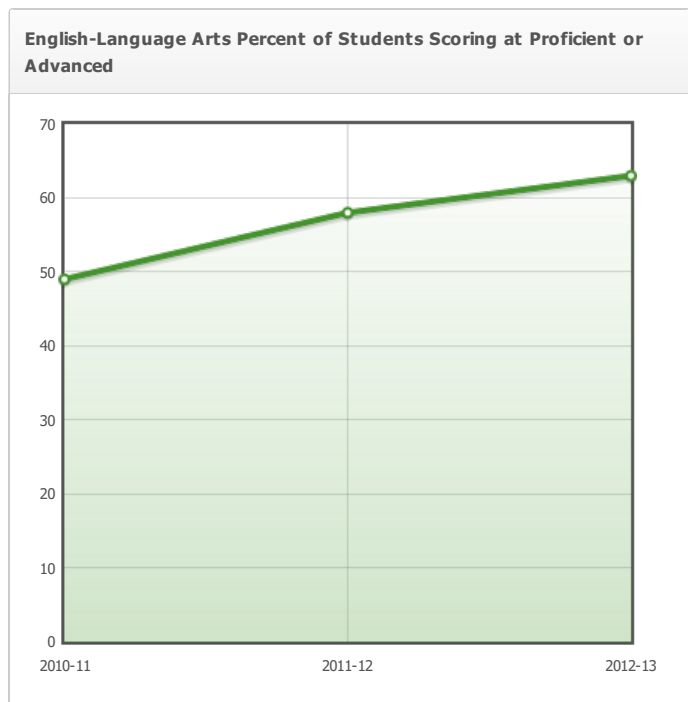
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.
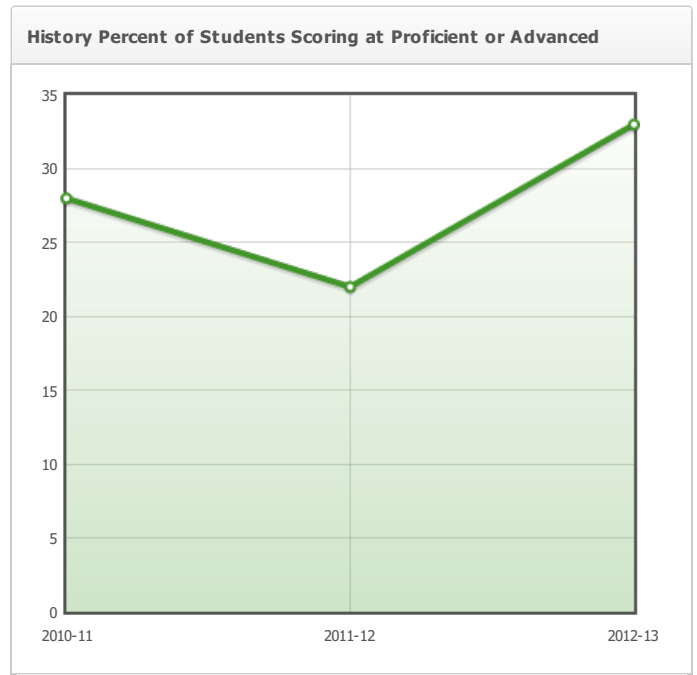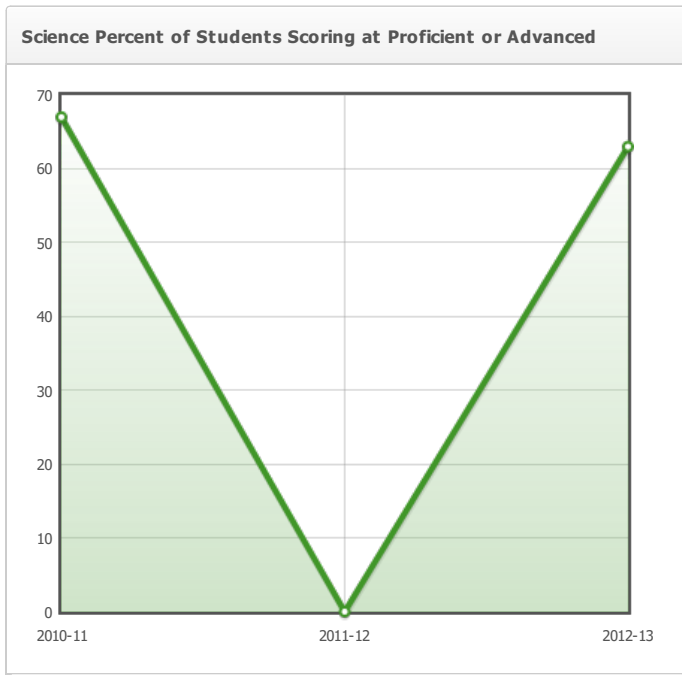
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49%	58%	63%	55%	59%	56%	54%	56%	55%
Mathematics	20%	13%	10%	49%	48%	41%	49%	50%	50%
Science	67%	N/A	63%	59%	85%	58%	57%	60%	59%
History-Social Science	28%	22%	33%	27%	30%	34%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced

History Percent of Students Scoring at Proficient or Advanced

Last updated: 1/27/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56%	41%	58%	34%
All Students at the School	63%	10%	63%	33%
Male	62%	8%	N/A	37%
Female	64%	13%	N/A	29%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	47%	3%	45%	21%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	86%	17%	N/A	50%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	54%	12%	42%	23%
English Learners	6%	N/A	N/A	N/A
Students with Disabilities	67%	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
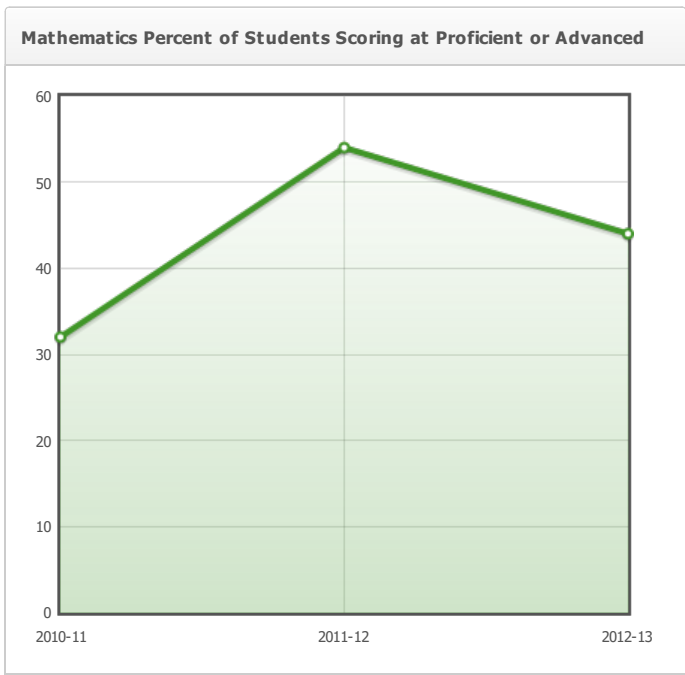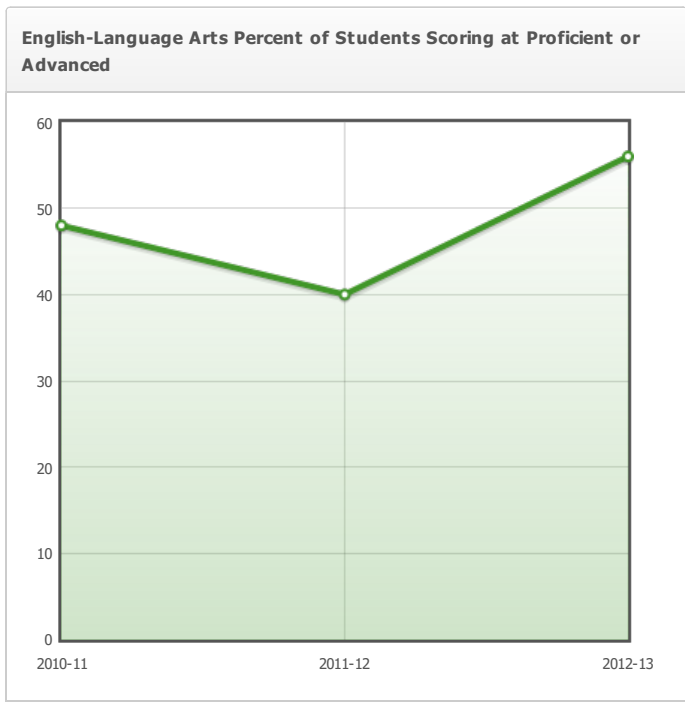
Last updated: 1/27/2014

California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48%	40%	56%	52%	40%	54%	59%	56%	57%
Mathematics	32%	54%	44%	32%	54%	42%	56%	58%	60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/27/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

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School Climate

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	19.35	17.00	3.00	0.00	0.00	0.00
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.
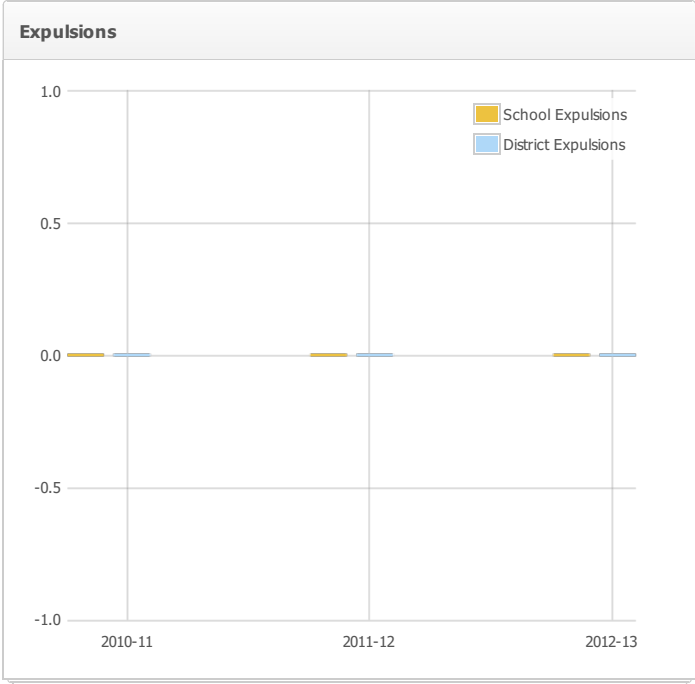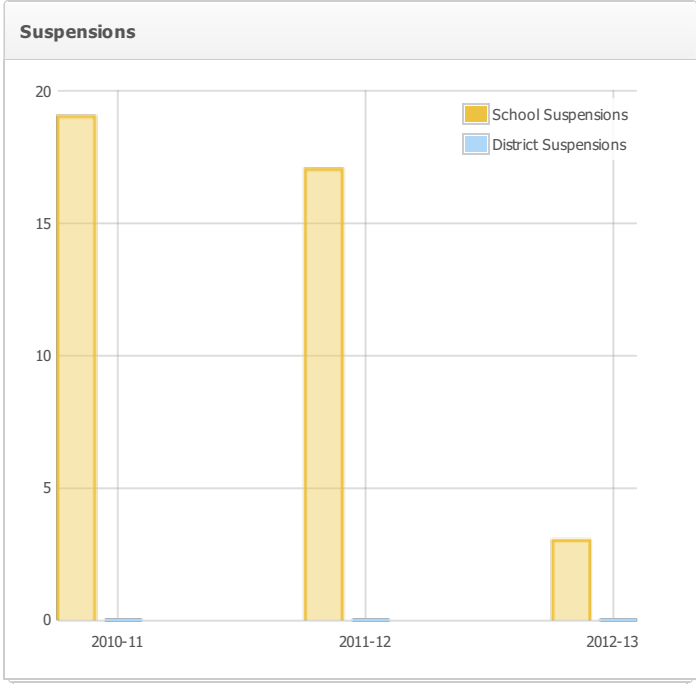
Last updated: 1/27/2014

School Facilities

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		

Overall Facility Rate (School Year 2012-13)

Overall Rating	Good

Last updated: 1/27/2014

Teachers

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/27/2014

Support Staff

Curriculum and Instructional Materials

School Finances

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	5.6	25.0	0.0	5.1	20.0	0.0	16.6	14.7	13.1
Graduation Rate	52.78	50.00	20.00	100	100	100	74.72	77.14	78.73

Dropout/Graduation Rate Chart
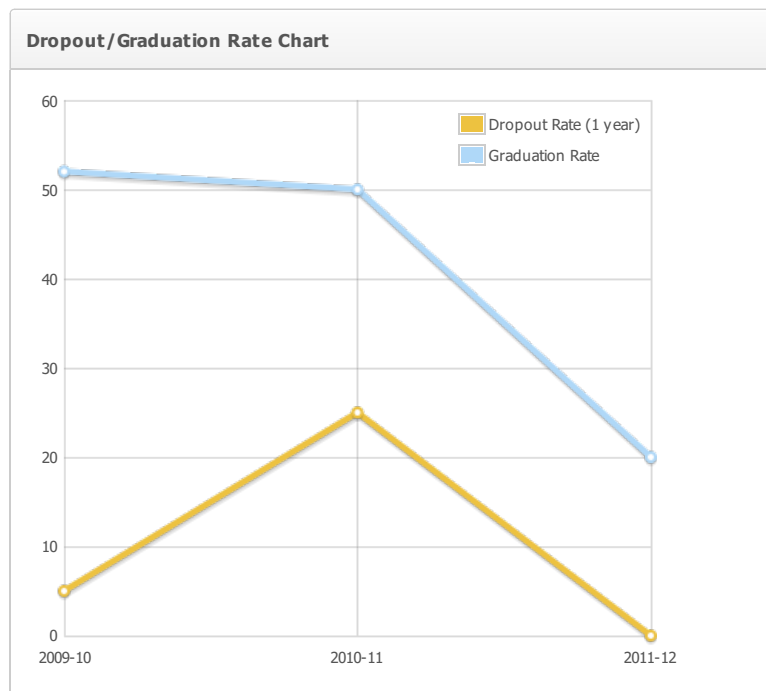
Last updated: 1/27/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	11	12	418,598
Black or African American			28,078
American Indian or Alaska Native			3,123
Asian			41,700
Filipino			12,745
Hispanic or Latino	6	6	193,516
Native Hawaiian or Pacific Islander			2,585
White	5	6	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	8	8	217,915
English Learners	6	6	93,297
Students with Disabilities	1	1	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/27/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/27/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses	4	2.5

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/27/2014

Instructional Planning and Scheduling