

2005 Student Achievement Data
Charles M. Goethe Middle School
Sacramento, California
Number of students: 813
Grades 7-8
2005 Base API: 620
Statewide Ranking: Decile 2
Similar Schools Ranking: Decile 7
Year 4, Program Improvement Under No Child Left Behind

Student Achievement:

Academic achievement, as measured by test scores, at Charles M. Goethe Middle School have been akin to a rollercoaster ride. After three years of growth (some years more significant than others), the school's API dropped by 53 points in 2005-06.

During the 2005-06 school year, only White and Asian students met the state NCLB targets in English/Language Arts (24.4 percent at grade level). Hispanic/Latino are struggling the most, with 13.6 of students at grade level. On the whole, students are doing even worse in math, with just 17 percent of the students school-wide at or above grade level. Again, only Asian students are or exceeding NCLB targets. These dismal statistics go a long way to explain why Goethe is in Year 4 of Program Improvement under NCLB.

What the numbers don't explain, is why there was such a drop off in test scores between 2004-05 and 2005-06 (see chart, three-year trends). With only two grades in the school, it's possible that the incoming 7th graders last year were, as a class, further behind than their counterparts the prior year. It's worth researching this drop – and monitoring this year's test scores to see whether the downward trend continues.

School Climate:

Based on data from the Charles M. Goethe School Accountability Report Card for the 2004-05 school year (the most recent year for which a SARC is available), the school suspension rate is higher than the district average. It spiked to 92 percent during the 2003-04 school year, but dropped to 55 the subsequent year. It would be important to review the suspension rate data for the last school year (2005-06) to see whether the school continued to reduce its suspension rate.

School Staff:

As of the 2004-05 school year, Charles M. Goethe had one counselor for 620 students. It does, however, have a "house" structure, and last year the school added two more houses to make each grouping smaller. This structure could help to offset the absence of counselors, particularly if the schools has an advisory program as part of its house structure. (It's unclear from the school report card whether they do or not.)

Note: It would be important to review this information for the past and current school year. (The SARC data is for two school years ago.) There are new funds available this school year to pay for counselors in middle and high schools and Goethe should take advantage of this new resource.

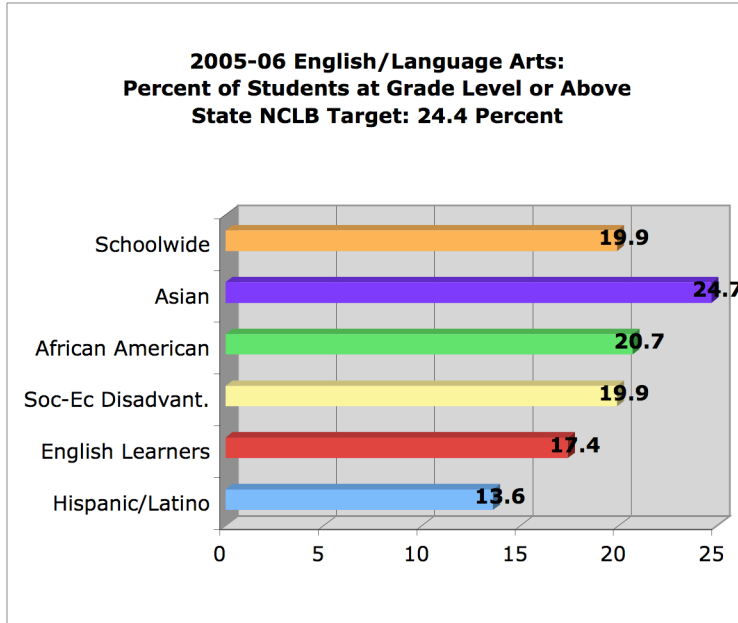
Teaching staff:

During the 2005-06 school year, three of Goethe's 39 teachers were still interns and four were working on emergency credentials (usually meaning they have a credential, but not in the subject they are teaching). Put another way, roughly 18 percent of the school's teachers could be classified as "under-prepared." The school also has a relatively high percentage of 1st and 2nd year teachers—in all, roughly 31 percent of the staff have been teaching for two years or fewer. Although beginning teachers are not *necessarily* less effective than more experienced teachers, the high percentage of beginning teachers can create two problems: a higher likelihood of turnover among teaching staff (first and second year teachers leave the profession and switch schools at a higher rate than more experienced teachers); beginning teachers also need to be mentored by more experienced colleagues as they settle into the career of teaching -- that task is made more difficult when there is a high percentage of 1st and 2nd year teachers.

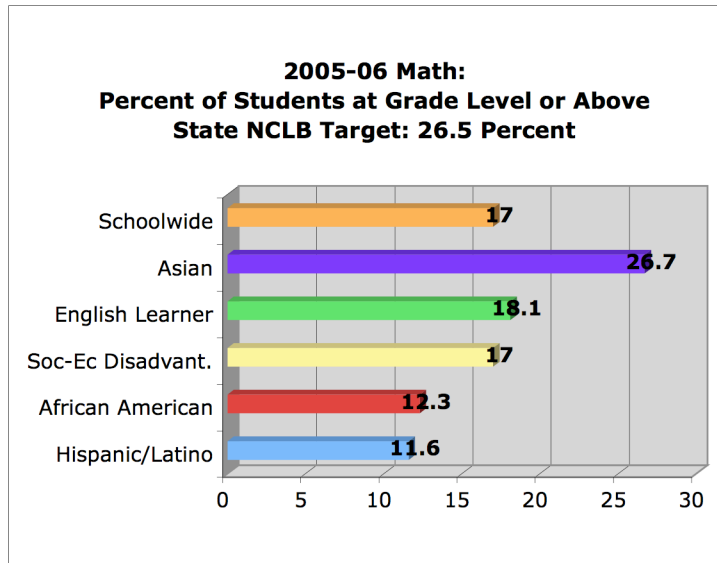
According to the California Department of Education, only five percent of the teachers on the campus are highly qualified under the No Child Left Behind Act guidelines. These are fairly minimal guidelines, requiring a credential in the subject matter being taught, among other things. This figure is extremely low and bears further research.

Academic Achievement at Charles M. Goethe Middle School

Only Asian students are meeting NCLB targets in English/Language Arts. The vast majority of Hispanic/Latino students are below grade level.

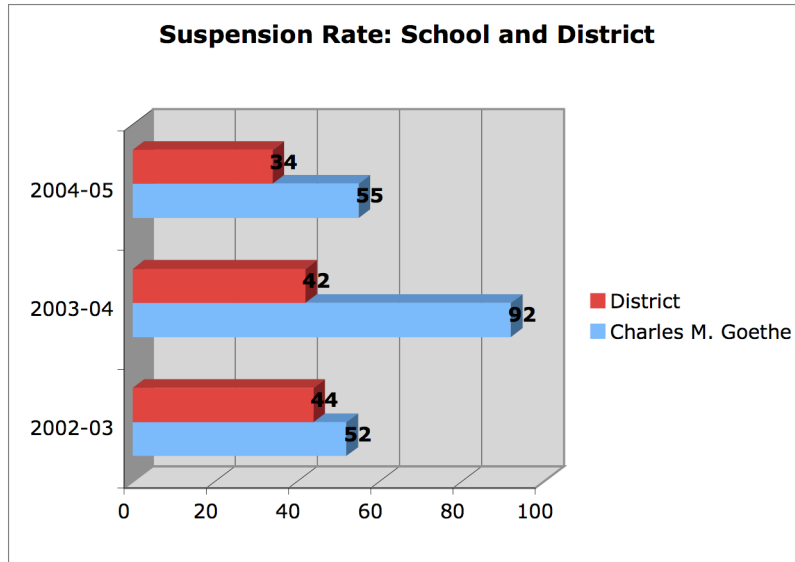


Only Asian students are meeting NCLB target in math. Hispanic/Latino and African American students lag far behind.

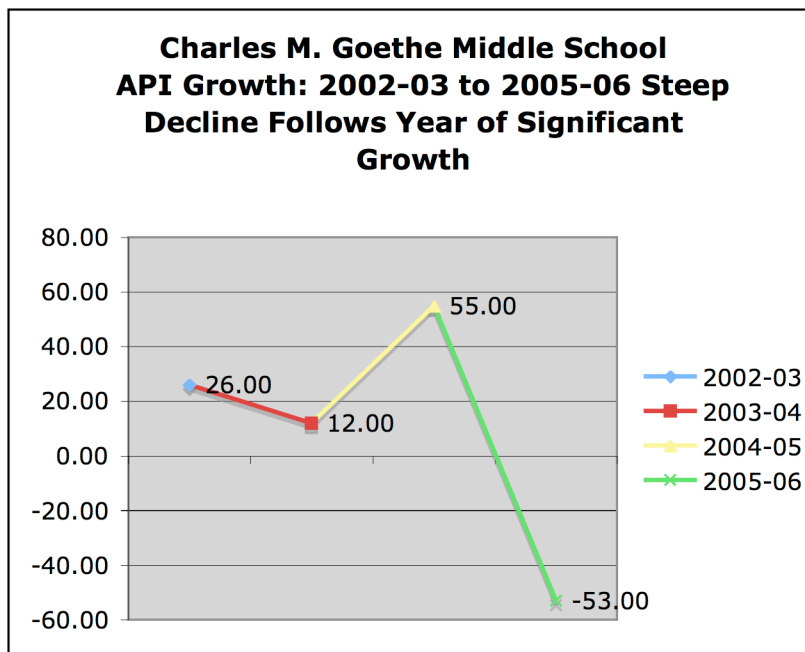


** Based on data on California Department of Education Web Site

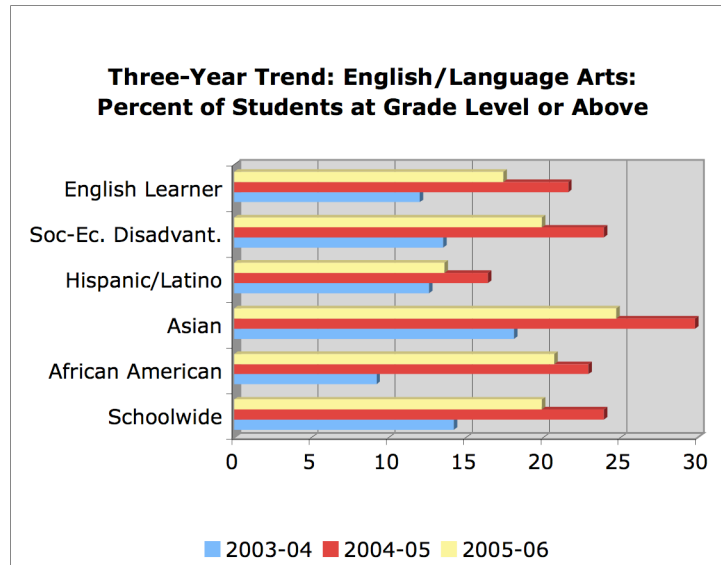
Suspensions increased dramatically during the 2003-04 school year, but dropped in 2004-05. Suspension rates at Goethe are still higher than the district average.



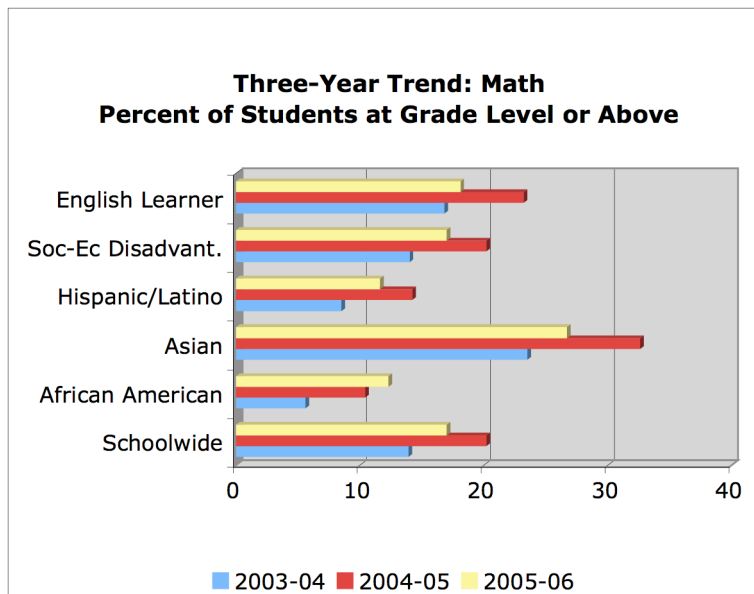
After three years of growth, Goethe’s API drops in the 2005-06 school year.



Schoolwide, English/Language Arts scores dropped during the 2005-06 school year.



Math scores also dropped during 2005-06 for many student groups; only White and African American students held their own or made gains.



Funding Opportunities: Charles M. Goethe Middle School
(All figures are estimates, based on most currently available information.)

Program	Funding Eligibility
Middle and High School Supplemental School Counseling Program	\$64,227 (based on \$79 per student)
Nell Soto Parent/Teacher Involvement Program	\$30,000 (Based on School Size)
Quality Education Investment Act of 2006 (Note: Funding for seven years, beginning with the 2007-08 school year) **	\$482,922 for 2007-08, followed by \$731,700 for the next six years, beginning 2008-09. Over seven years, Goethe is eligible for an additional \$4,873,122 through this program.
Teacher Recruitment Block Grant	\$22,764 (Based on \$28 per student)
Discretionary Block Grant	\$104,267.25 (based on \$128.25 per student)

** Roughly 37% of the eligible schools will receive funding through the Quality Education Investment Act of 2006.