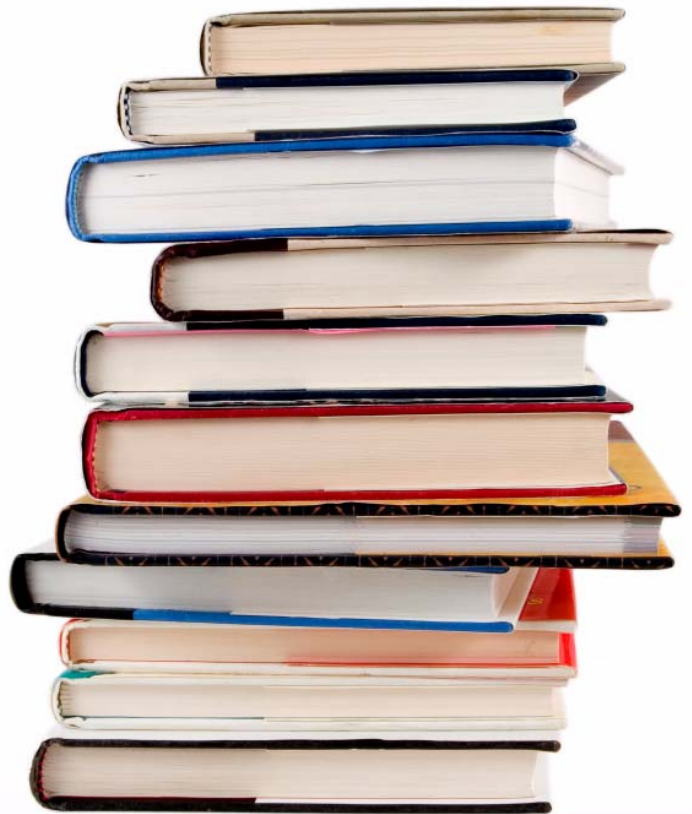# Potter Valley High School

School Accountability Report Card, 2010–2011
Potter Valley Community Unified School District

>> **An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.**

Potter Valley High School

School Accountability Report Card, 2010–2011
Potter Valley Community Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2010–2011 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

http://www.schoolwisepress.com/sarc/links_2011_en.html

Reports about other schools are available on the **California Department of Education Web site.** Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

How to Contact Our School

10401 Main St.
Potter Valley, CA 95469
Principal: Scott Paulin
Phone: (707) 743-1142

How to Contact Our District

10401 Main St.
Potter Valley, CA 95469
Phone: (707) 743-2101
http://www.mcoe.k12.ca.us/schools/potter_valley

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ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

Potter Valley High School

School Accountability Report Card, 2010–2011
Potter Valley Community Unified School District

» Principal's Message

Potter Valley Community Unified School District was born out of a community commitment to local education. Once a part of Ukiah Unified Schools, community members came together in the late 1970's to fight for the right to form our own school district under local control. This dream became a reality in 1977-1978 when Potter Valley officially de-unified from Ukiah and formed Potter Valley Community Unified School District.

After over 31 years of operation, Potter Valley continues to proudly provide a high quality, local education for students, preschool through 12th grade. Faced with declining enrollment, increased state and federal mandates, and historic economic constraints, our community once again rallied in 2008 – 2009 to think outside of the box and explore unique school reforms that would allow us to not only survive, but thrive as a school. This process led us to seek special legislation which allows P.V. schools to operate one or more schools on a four-day week. By redistributing the academic minutes in an efficiency model, we were able to bring back lost course offerings in the arts and add offerings in areas such as vocational education and increase career exploration opportunities for high school students.

Community meetings and increased student and parent input have revived the old sense of community that breathed life into our little town so many years ago. When the dust settled, we restructured under a modified five-day week, operating the core curriculum full days Monday – Thursday and half days on Fridays with our enrichment offerings on Friday afternoons. This renewal of community collaboration in and of itself has been extremely positive for the school, and for Potter Valley.

We pride ourselves in providing a uniquely relational approach to education in contrast to the big-box schools that struggle to keep students from becoming a face in the crowd, or one more young person slipping through the cracks. As state and federal mandates and increased governmental intrusion place greater emphasis on data driven decision making and increased focus on student performance measured by high-stakes testing, the students, parents, and staff at Potter Valley High School have committed themselves to making the necessary adjustments to meet these demands, but also to remain true to our roots and keep the best interest of students at the center of everything we do. Our motto, "Potter Valley Schools, a family rather than a factory approach to education," expresses this focus, and inspires all stakeholders to work hard to maintain a school where "Community" is more than just a word in our district name; it is a description of how we approach education.

Scott Paulin, PRINCIPAL

Grade range and calendar
9–12
TRADITIONAL

Academic Performance Index
758
County Average: 725
State Average: 744

Student enrollment
94
County Average: 209
State Average: 1,142

Teachers
9

Students per teacher
10

School Expenditures

Categorical Funding Sources have restricted uses, but support the school in the mission of equitable services to all students.

Categorical funds are used in facilitating the development of the district's Local Improvement Plan. School staff, school site councils, other site personnel, and advisory committees provide oversight of categorical funds. Advisory Committees, site instructional leaders, and project coordinators oversee the management of the English Learners Program, monitor and provide instructional support to all categorically funded programs under the new NCLB Reauthorization Act, and conduct needs assessments. The superintendent is responsible for monitoring the site level implementation of categorical programs and acting as a liaison for the district with the federal and state government and county agencies.

Safety

The Comprehensive School Safety Plan was originally adopted in 1998. Since that time this plan has been used as a reference to guide board policy, administrative regulations, and site level planning and procedures.

Safety concerns are addressed weekly at Maintenance Operations Transportation and Safety Committee meetings. Concerns regarding safety, including those related to student behavior are addressed immediately. Students participate in fire drills.

Career Technical Education

Potter Valley Schools have a rich tradition of providing high quality CTE courses. The seven period day provides all students the opportunity to take CTE courses, even if they are pursuing extra academic course work. We currently offer a broad spectrum of agricultural courses, a full slate of computer technology courses, woodworking, and office experience internships. Students are encouraged to attend a variety of career exploration events and the school hosts presentations by several vocational training and technical institutes. Several of our graduates have gone on to attend technical or career schools after high school.

Current CTE Courses include: Introduction to Agriculture, Agricultural Mechanics (including welding), Agricultural Applications in Farming, Landscaping, Woodworking, Computer Applications, Computer Applications II, Desk-top Publishing, Computer Careers, Office Occupations.

Additionally the school works in partnership with the Mendocino County Office of Education to provide special education students with in-depth career and vocational exploration and experience through the Workabillity program. This includes career aptitude and interest exploration and formal job shadows or internships.

Buildings

The High School was constructed in 1981. Our gymnasium, built in the 1950's is shared with the elementary and junior high, and is one of the nicer gyms in the county for a school our size. The stage was repurposed in 2009 and transformed into a weight training facility that can be monitored while other activities are supervised in the gym.

School buildings and grounds are generally in good repair and students and staff work together to keep them clean and maintained. Students in our landscaping class do upkeep of lawns and flower beds and also construct various landscape projects annually.

Deferred Maintenance projects have recently included repaving of parking areas in front of the school, replacement of a number of classroom carpets, and a complete replacement of the boiler system that provides heat district-wide. Planned projects include reroofing several buildings, continued replacement of classroom carpets, and repaving of additional parking areas.

Routine site inspections are performed monthly by maintenance staff. The latest report showed no safety issues and several items in need of repair. Safety inspections are performed at least annually by the district's insurance company with the guidance and cooperation of our maintenance staff.

Parent Involvement

Parents are a vital part of our school and have many opportunities to be involved. We include parents in many decisions through participation in the School Site Council, community meetings, Athletic Boosters, field trips, fund raising events, and parent committees. Additionally, parents are welcomed in classrooms to assist with special projects and are utilized as chaperones on field trips. School administrators welcome parent phone calls and are readily available to meet with parents to discuss concerns or take input on school programs or projects.

Parents interested in meeting with teachers or administrators are encouraged to call the high school office. Additionally, parent input is gathered for programs such as Title I, English Language Learners, and Special Education.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Potter Valley's API was 758 (out of 1000). This is an increase of 68 points compared with last year's API. About 97 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2009–2010 test results, we started the 2010–2011 school year with a base API of 690. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all high schools in California, our school ranked 3 out of 10.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2010–2011 school year. Just for reference, 32 percent of high schools statewide met their growth targets.

CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**No**
API score	**758**
Growth attained from prior year	**+68**
Met subgroup* growth targets	**Yes**

SOURCE: API based on spring 2011 test cycle. Growth scores alone are displayed and are current as of November 2011.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals.
R/P - Results pending due to challenge by school.
N/A - Results not available.

API, Spring 2011
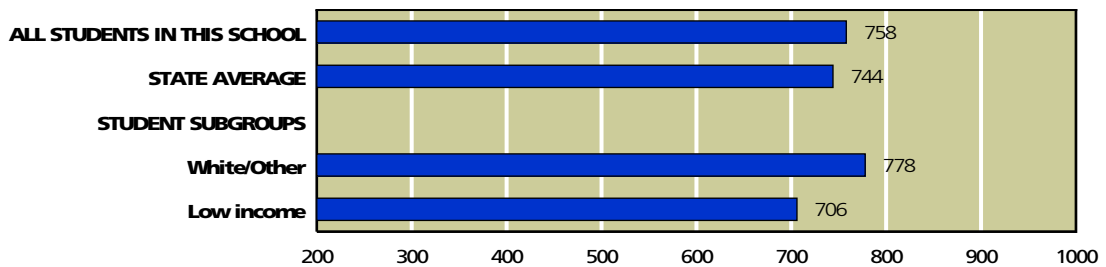
SOURCE: API based on spring 2011 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all five criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE) and the California Alternate Performance Assessment (CAPA): 66.7 percent on the English/language arts test and 66.1 percent on the math test. All significant ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 710 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE or CAPA. Fourth, the graduation rate for the class of 2010 must be higher than 90 percent (or satisfy alternate improvement criteria).

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL **AYP** ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**N/A**
Met subgroup* test score goals	**N/A**
Met schoolwide API for AYP	**N/A**
Met graduation rate	**Yes**
Program Improvement school in 2011	**No**

SOURCE: AYP is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students' test results in the 2010–2011 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

🟢 MET GOAL   🔴 DID NOT MEET GOAL   — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 66.7% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 66.1% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?
SCHOOLWIDE RESULTS	🟢	🟢	🟢	🟢

SOURCE: AYP release of November 2011, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2010–2011 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.
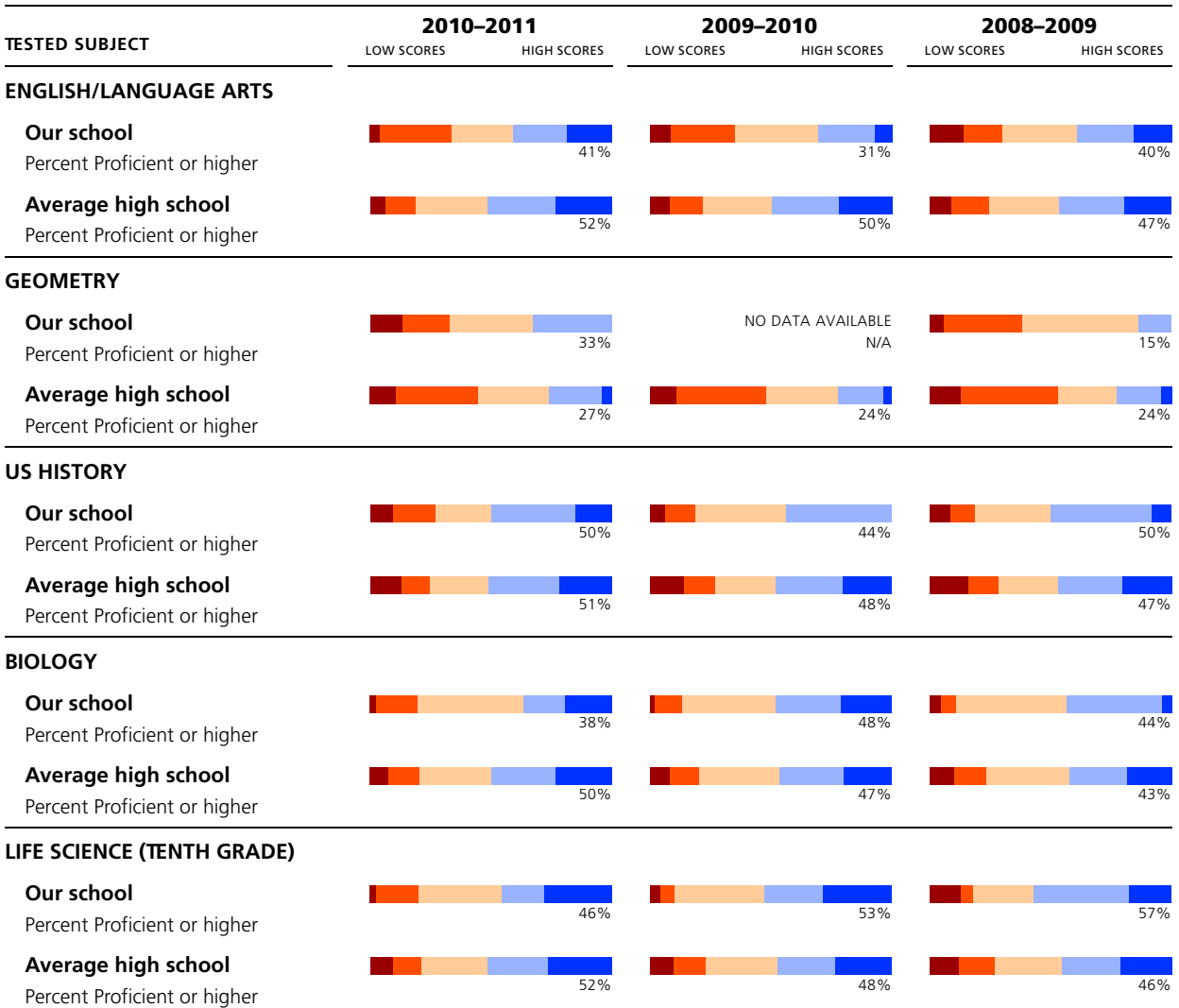
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2010–2011	2009–2010	2008–2009
ENGLISH/LANGUAGE ARTS			
Our school Percent Proficient or higher	41%	31%	40%
Average high school Percent Proficient or higher	52%	50%	47%
GEOMETRY			
Our school Percent Proficient or higher	33%	NO DATA AVAILABLE N/A	15%
Average high school Percent Proficient or higher	27%	24%	24%
US HISTORY			
Our school Percent Proficient or higher	50%	44%	50%
Average high school Percent Proficient or higher	51%	48%	47%
BIOLOGY			
Our school Percent Proficient or higher	38%	48%	44%
Average high school Percent Proficient or higher	50%	47%	43%
LIFE SCIENCE (TENTH GRADE)			
Our school Percent Proficient or higher	46%	53%	57%
Average high school Percent Proficient or higher	52%	48%	46%

SOURCE: The scores for the CST are from the spring 2011 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 56 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 62 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we've selected biology and the tenth grade life science test. For math, we've selected two courses: Algebra I, which students take if they haven't studied and passed it in eighth grade; and Geometry. In social studies, we've selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		41%	99%	**SCHOOLWIDE AVERAGE:** About 11 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		48%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		52%	95%	

Subgroup Test Scores

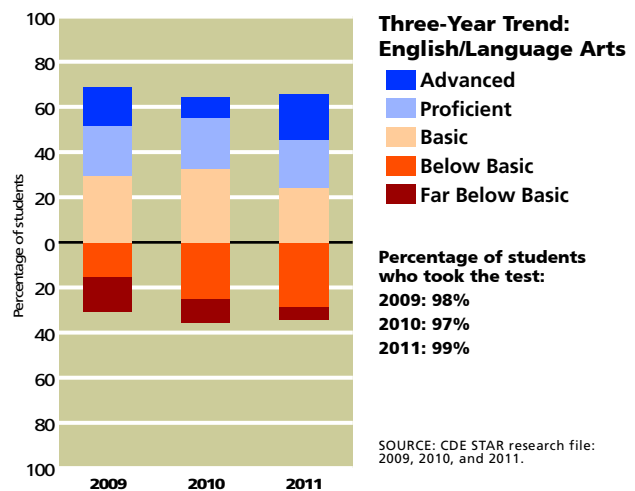**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**
■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		34%	39	**GENDER:** About 26 percent more girls than boys at our school scored Proficient or Advanced.
Girls		60%	31	
English proficient		43%	68	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	2	
Low income		32%	40	**INCOME:** About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		46%	30	
Learning disabled	NO DATA AVAILABLE	N/A	6	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		44%	64	
White/Other		46%	52	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts
■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2009: 98%
2010: 97%
2011: 99%

SOURCE: CDE STAR research file: 2009, 2010, and 2011.

Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		0%	39%	**SCHOOLWIDE AVERAGE:** About 21 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		14%	38%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		21%	29%	

Subgroup Test Scores

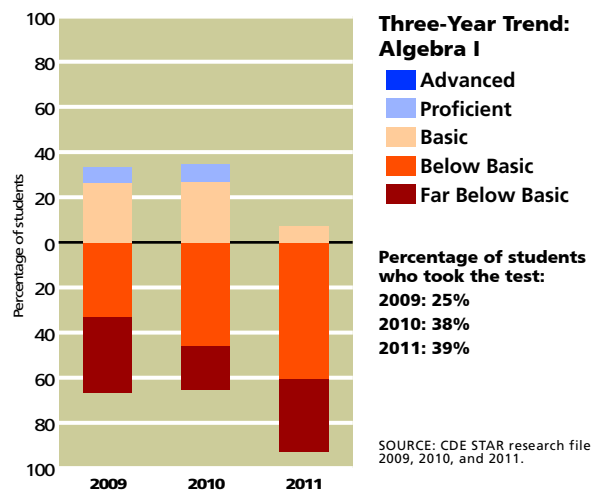**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC**   ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE	N/S	15	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE	N/S	13	
English proficient	DATA STATISTICALLY UNRELIABLE	N/S	26	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	2	
Low income	DATA STATISTICALLY UNRELIABLE	N/S	20	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE	N/A	8	
Learning disabled	NO DATA AVAILABLE	N/A	4	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	24	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	20	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 39 percent of our students took the algebra CST, compared with 29 percent of all high school students statewide. To read more about California's **math standards**, visit the CDE's Web site.

Three-Year Trend: Algebra I

■ **Advanced**
■ **Proficient**
■ **Basic**
■ **Below Basic**
■ **Far Below Basic**

Percentage of students who took the test:
2009: 25%
2010: 38%
2011: 39%

SOURCE: CDE STAR research file: 2009, 2010, and 2011.

Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			33%	38%	**SCHOOLWIDE AVERAGE:** About six percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			31%	20%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			27%	26%	

Subgroup Test Scores

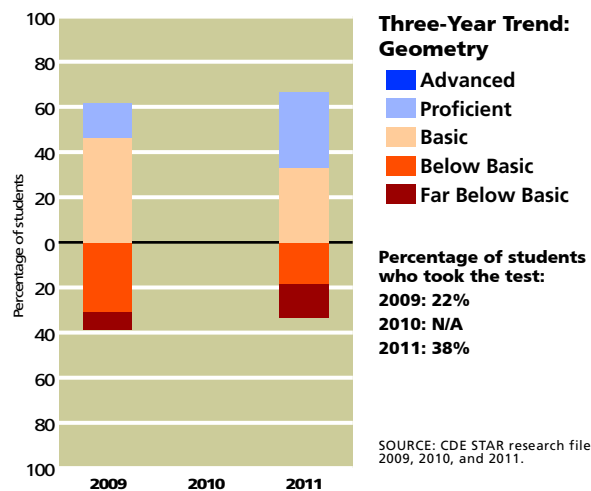**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	14	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	13	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	27	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	11	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	16	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	27	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	22	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 38 percent of our students took the geometry CST, compared with 26 percent of all high school students statewide. To read more about the **math standards for all grades**, visit the CDE's Web site.

Three-Year Trend: Geometry

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2009: 22%
2010: N/A
2011: 38%

SOURCE: CDE STAR research file: 2009, 2010, and 2011.

US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			50%	100%	**SCHOOLWIDE AVERAGE:** About one percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			52%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			51%	96%	

Subgroup Test Scores

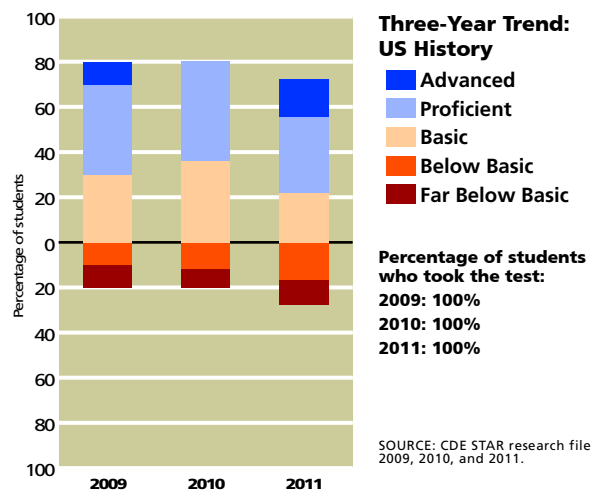**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	10	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	8	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	18	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	9	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	9	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	18	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	15	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the eleventh grade **US history standards**, visit the CDE's Web site.

Three-Year Trend: US History

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2009: 100%
2010: 100%
2011: 100%

SOURCE: CDE STAR research file: 2009, 2010, and 2011.

Biology

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES　　　　HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		38%	34%	**SCHOOLWIDE AVERAGE:** About 12 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		40%	31%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		50%	37%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
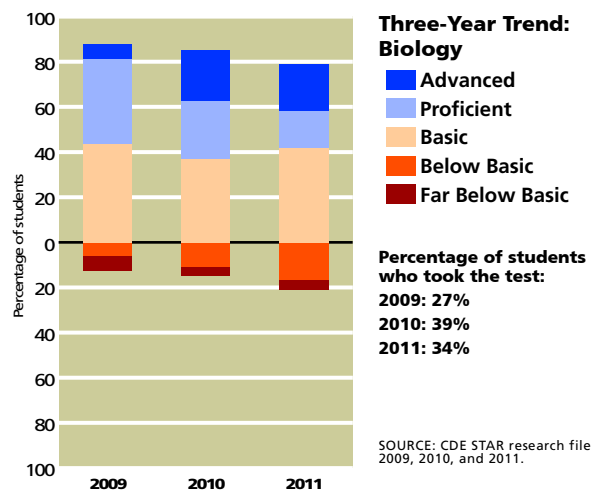
■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES　　　　HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE	N/S	15	**GENDER:** The number of girls who took this test is too small to be counted in this analysis.
Girls	NO DATA AVAILABLE	N/A	9	
English proficient	DATA STATISTICALLY UNRELIABLE	N/S	24	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	N/A	
Low income	DATA STATISTICALLY UNRELIABLE	N/S	12	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE	N/S	12	
Learning disabled	NO DATA AVAILABLE	N/A	1	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	23	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	18	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 34 percent of our students took the biology CST, compared with 37 percent of all high school students statewide. To read more about the **California standards for science** visit the CDE's Web site.

Three-Year Trend: Biology

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2009: 27%
2010: 39%
2011: 34%

SOURCE: CDE STAR research file: 2009, 2010, and 2011.

Life Science (Tenth Grade)
BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
■ FAR BELOW BASIC   ■ BELOW BASIC   ■ BASIC   ■ PROFICIENT   ■ ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		46%	96%	**SCHOOLWIDE AVERAGE:** About six percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		49%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		52%	94%	

Subgroup Test Scores
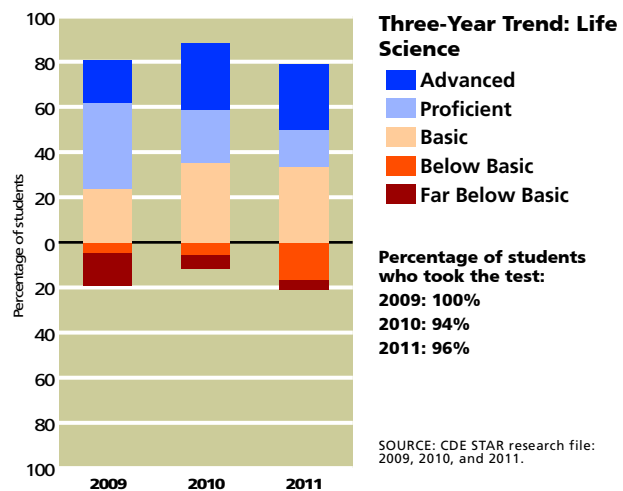**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC   ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE	N/S	15	**GENDER:** The number of girls who took this test is too small to be counted in this analysis.
Girls	NO DATA AVAILABLE	N/A	9	
English proficient	DATA STATISTICALLY UNRELIABLE	N/S	24	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	N/A	
Low income	DATA STATISTICALLY UNRELIABLE	N/S	11	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE	N/S	13	
Learning disabled	NO DATA AVAILABLE	N/A	1	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	23	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	18	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our tenth grade students' scores on the mandatory life science test have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **science standards** on the CDE's Web site. Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Three-Year Trend: Life Science
■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2009: 100%
2010: 94%
2011: 96%

SOURCE: CDE STAR research file: 2009, 2010, and 2011.

STUDENTS

Students' English Language Skills

At Potter Valley, 97 percent of students were considered to be proficient in English, compared with 91 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	97%	94%	91%
English Learners	3%	6%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent high schools only.

Languages Spoken at Home by English Learners, 2010–2011

Please note that this table describes the home languages of just the three students classified as English Learners. At Potter Valley, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	100%	94%	81%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	2%
Hmong	0%	0%	2%
Filipino/Tagalog	0%	1%	2%
Korean	0%	1%	1%
Khmer/Cambodian	0%	0%	1%
All other	0%	4%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent high schools only.

Ethnicity

Most students at Potter Valley identify themselves as White. In fact, there are about four times as many White students as Hispanic/Latino students, the second–largest ethnic group at Potter Valley. The state of California allows citizens to choose more than one ethnic identity, or to select "two or more races" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	1%	7%
Asian American/ Pacific Islander	0%	2%	12%
Hispanic/Latino	19%	32%	48%
White	73%	56%	29%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2010. County and state averages represent high schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $40,793 a year (based on a family of four) in the 2010-2011 school year. At Potter Valley, 41 percent of the students qualified for this program, compared with 50 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	41%	57%	50%
Parents with some college	65%	56%	57%
Parents with college degree	21%	22%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2010–2011 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 65 percent of the students at Potter Valley have attended college and 21 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 66 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The table at the right shows average class sizes for core courses. The average class size of all courses at Potter Valley varies from a low of eight students to a high of 29. Our average class size schoolwide is 14 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL
English	9
History	8
Math	16
Science	29

SOURCE: California Department of Education, SARC Research File.
State and county averages represent high schools only.

LEADERSHIP, TEACHERS, AND STAFF

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	0%	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	93%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	7%	N/A	N/A

SOURCE: Data on NCLB standards is from the California Department of Education, SARC research file. Information on teachers lacking a full credential provided by the school district.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About seven percent of our teachers were working without full credentials.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state's schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state's schools are in this category.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	0%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

Specialized Resource Staff

The table to the right lists the number of full–time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: More information about **counseling and student support** is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Academic counselors	0.0
Behavioral/career counselors	0.0
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.0
Resource specialists	0.0

SOURCE: Data provided by the school district.

PREPARATION FOR COLLEGE AND THE WORKFORCE

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	35%	31%	37%
SAT critical reading	Average score of juniors and seniors who took the SAT critical reading test	N/A	448	498
SAT math	Average score of juniors and seniors who took the SAT math test	N/A	453	517
SAT writing	Average score of juniors and seniors who took the SAT writing test	N/A	444	497

SOURCE: SAT test data provided by the College Board for the 2009–2010 school year. County and state averages represent high schools only.

In the 2009–2010 academic year, 35 percent of Potter Valley students took the SAT, compared with 37 percent of high school students in California.

The College Board did not report Potter Valley's SAT scores.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
2010 graduates meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	47%	28%	39%

SOURCE: Enrollment in UC/CSU qualifying courses comes from CALPADS, October 2010. County and state averages represent high schools only.

In the 2009–2010 school year, 47 percent of Potter Valley's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with 39 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the **California State University** system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU's official Web site. The **University of California** has the same set of courses required.

Advanced Placement Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including **Advanced Placement** (AP) courses. These courses are intended to be the most rigorous and challenging courses available. Most colleges regard AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	0%	3%	5%

SOURCE: This information provided by the California Department of Education.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school's commitment to prepare its students for college, but students' participation in those courses and their test results are, in part, a measure of student initiative.

Students who take AP courses and pass the AP exams with scores of 3 or higher may qualify for college credit. Our high school offers no AP courses.

More information about the **Advanced Placement program** is available from the College Board.

AP COURSES OFFERED	NUMBER OF COURSES
Fine and Performing Arts	0
Computer Science	0
English	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total	0

SOURCE: This information provided by the school district.

AP Exam Results, 2009–2010

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams	0%	18%	28%
Number of AP exams taken	Average number of AP exams each of these students took in 2009–2010	N/A	1.6	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	N/A	56%	58%

SOURCE: AP exam data provided by the College Board for the 2009–2010 school year.

Here at Potter Valley, zero percent of juniors and seniors took AP exams. In California, 28 percent of juniors and seniors in the average high school took AP exams.

California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to **frequently asked questions** about the exit exam can be found on the CDE Web site. Additional information about the **exit exam results** is also available there.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2010–2011	54%	52%	59%
2009–2010	53%	53%	54%
2008–2009	50%	50%	52%
Math			
2010–2011	42%	40%	56%
2009–2010	41%	41%	54%
2008–2009	59%	59%	53%

SOURCE: California Department of Education, SARC research file.

The table that follows shows how specific groups of tenth grade students scored on the exit exam in the 2010–2011 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Sample **questions and study guides** for the exit exam are available for students on the CDE Web site.

CAHSEE RESULTS BY SUBGROUP	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	46%	25%	29%	58%	38%	4%
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	35%	29%	35%	53%	41%	6%
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A
Male	47%	27%	27%	53%	40%	7%
Female	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	64%	18%	18%	64%	36%	0%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

Dropouts and Graduates

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2009–2010 school year or a student who hasn't re-enrolled in school for the 2010–2011 year by October 2010.

Identifying dropouts has been difficult because students often do not let a school know why they are leaving or where they are going. Districts have begun to use Statewide Student Identifiers (SSID), which will increase their ability to find students who stop coming to school.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2009–2010	0%	2%	3%
2008–2009	0%	5%	4%
2007–2008	1%	3%	3%
Graduation rate (four year)			
2009–2010	100%	87%	86%
2008–2009	93%	81%	84%
2007–2008	100%	91%	86%

SOURCE: Dropout data comes from CALPADS, October 2010. County and state averages represent high schools only.

This tracking system needs to be in place for the students' full four years in high school to be completely accurate. As a result, the accuracy of this data will be much more reliable beginning with the graduating class of 2012.

GRADUATION RATE: The **graduation rate** is an estimate of our school's success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress (AYP). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

High School Completion

This table shows the percentage of seniors in the graduating class of 2011 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for all students, followed by the results for different groups of students.

These percentages are derived by dividing the number of twelfth grade students who met all graduation requirements and passed both portions of the CAHSEE by the number of students who were enrolled in the twelfth grade as of October 2010.

Students can retake all or part of the CAHSEE up to two times in grade 11 and at least three times and up to five times in grade 12.* School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about **CAHSEE results for the classes of 2010 and 2011**, and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

STUDENT GROUPS	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2011)	
	OUR SCHOOL	**DISTRICT AVERAGE**
All Students	95.1	95.1
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino	0	0
Hispanic or Latino	16	16
Pacific Islander	0	0
White (not Hispanic)	84	84
Two or More Races	0	0
Socioeconomically Disadvantaged	50	50
English Learners	11	11
Students with Disabilities	38	38

*See **http://www.cde.ca.gov/ta/tg/hs/cahseeqajune2010.asp#Q6** for more information about the CAHSEE.

Career Technical Education

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	61
Percentage of students completing a CTE program and earning a high school diploma	16
Percentage of CTE courses coordinated with colleges	0

Programs and Courses

COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC/ROP?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Landscaping		ROP	YES	NO
Agricultural mechanics		ROP	YES	NO
Desktop Publishing		ROP	YES	NO
Intro to Ag		NO	YES	NO
Cabinetry		ROP	YES	NO
Computers One		ROP	YES	NO
Computers Two		ROP	YES	NO
Ag Farm Construction		ROP	YES	NO

Advisors

If you'd like more information about the programs our school offers in career technical education, please speak with our staff. More information about career technical education policy is available on the **CDE Web site**.

FIELD OR INDUSTRY	COMMITTEE MEMBERS
AGRICULTURE	Dan Thornton
COMPUTER TECHNOLOGY	Elaine Lindalef
School Administration Representative	Yareli Macias
AGRICULTURE	Steve Shepard
AGRICULTURE	Nancy Todd

» Adequacy of Key Resources 2011–2012

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2011–2012. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2010–2011 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.

TEACHERS

Teacher Vacancies

KEY FACTOR	2009–2010	2010–2011	2011–2012
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	41	42	62
Number of classes that lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	1	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	1	0

NOTES: During the 10-11 school year we replaced a P.E\. Teacher mid year.

There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time, and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school and after the start of school.

Teacher Misassignments

A "misassigned" teacher is one who lacks the appropriate subject-area authorization for a class she is teaching. Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2009–2010	2010–2011	2011–2012
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English Learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES:.

Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2010–2011	5.00
2009–2010	5.00
2008–2009	5.00

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our tesxtbooks are standards aligned and board approved

This information was collected on 12/08/2011.

NOTES:

TAUGHT AT OUR SCHOOL?	SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
		STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
☒	English	☒	☒	☒	100%
☒	Math	☒	☒	☒	100%
☒	Science	☒	☒	☒	100%
☒	Social Science	☒	☒	☒	100%
☐	Foreign Languages	☒	☒	☐	100%
☐	Health	☒	☒	☐	100%
☐	Visual/Performing Arts	☐	☐	☐	

Textbooks in Use

Here are some of the textbooks we use for our core courses.

SUBJECT AND TITLE	PUBLISHER	YEAR ADOPTED
ENGLISH/LANGUAGE ARTS		
Holt Language Arts 9	Holt Rinehart Winston	2004
Holt Language Arts 10	Holt Rinehart Winston	2004
Holt Language Arts 11	Holt Rinehart Winston	2004
Holt Language Arts 12	Holt Rinehart Winston	2004
MATH		
Discovering Geometry	Key Curriculum Press	2003
Algebra 1	McDougal Littell	
Algebra 2	McDougal Littell	
SCIENCE		
Health	Glenco	2003
Biology, Dynamics of Life	Glenco	2000
EarthComm	It's About Time	2011
Chemistry, Visualizing Matter	Holt Rinehart Winston	2000
SOCIAL SCIENCE		
Modern World History	McDougal Littell	2006
The Americans	McDougal Littell	2006
American Government	Great Source	2002
Economics	Paradigm	2010

SCIENCE LABS

Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.

Please note that there is no state standard for equipping science labs. The next best authority we have to rely on is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

This report was completed on 12/08/2011.
NOTES:

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
Biology	☐	☒
Earth Science	☐	☒
Chemistry	☐	☒

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

INSPECTORS AND ADVISORS: This report was completed on 12/08/2011 by Nicole Glentzer. The most recent facilities inspection occurred on 11/15/2011.

ADDITIONAL INSPECTORS: There were no other inspectors used in the completion of this form.

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
Overall Rating	**Good**	No apparent problems
A. Systems	**Good**	
1. Gas		No apparent problems
2. Mechanical/HVAC		No apparent problems
3. Sewer		No apparent problems
B. Interior Surfaces	**Good**	
1. Interior Surfaces		No apparent problems
C. Cleanliness	**Good**	
1. Overall cleanliness		No apparent problems
2. Pest/Vermin		No apparent problems
D. Electrical Components	**Good**	
1. Electrical Components		No apparent problems
E. Rest Rooms/Fountains	**Good**	
1. Rest Rooms		No apparent problems
2. Drinking Fountains		No apparent problems
F. Safety	**Good**	
1. Fire Safety		No apparent problems
2. Hazardous Materials		No apparent problems

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
G. Structural	**Good**	
1. Structural Damage		No apparent problems
2. Roofs/Gutters		The gym needs a new roof.
H. External	**Good**	
1. Windows/Doors/Gates/Fences		No apparent problems
2. Playgrounds/School Grounds		No apparent problems

SCHOOL FINANCES, 2009–2010

We are required by the California Dept. of Education to report financial data from the 2009–2010 school year. More recent financial data is available on request from the district office.

Spending per Student

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

$$\frac{(\text{SCHOOL AMOUNT} - \text{DISTRICT AVERAGE})}{\text{DISTRICT AVERAGE}}$$

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Unrestricted funds ($/student)	$5,956	$7,984	-25%	$5,513	8%
Restricted funds ($/student)	$1,949	$4,109	-53%	$2,939	-34%
Total ($/student)	$7,906	$12,079	-35%	$8,452	-6%

Compensation for Staff with Teaching Credentials

To make comparisons possible across schools and districts of varying sizes, we report our compensation per full-time equivalent (FTE) certificated staff.* A teacher/administrator/pupil services person who works full-time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE.

CERTIFICATED STAFF*	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Salary ($/certificated staff)	$43,791	$45,551	-4%	$71,246	-39%
Benefits ($/certificated staff)	$9,612	$9,612	0%	$16,062	-40%
Total ($/certificated staff)	$53,403	$58,493	-9%	$87,308	-39%

* A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators.

» Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.

STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	94
Black/African American	1%
American Indian or Alaska Native	6%
Asian	0%
Filipino	0%
Hispanic or Latino	19%
Pacific Islander	0%
White (not Hispanic)	73%
Two or more races	0%
Ethnicity not reported	0%
Socioeconomically disadvantaged	55%
English Learners	11%
Students with disabilities	15%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2010. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	27
Grade 10	26
Grade 11	19
Grade 12	22

SOURCE: CALPADS, October 2010.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2008–2009	2009–2010	2010–2011
English	16	8	9
History	17	31	8
Math	12	22	16
Science	16	35	29

SOURCE: CALPADS, October 2010. 2009–2010 data provided by the school district.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2008–2009			2009–2010			2010–2011		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	7	0	0	10	1	0	5	0	0
History	5	0	0	2	0	0	8	0	0
Math	7	1	0	2	1	0	5	1	1
Science	4	1	0	2	0	0	2	1	1

SOURCE: CALPADS, October 2010. Data for 2009–2010 provided by the school district.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about **physical fitness testing and standards** is available on the CDE Web site.

	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
GRADE LEVEL	**FOUR OF SIX STANDARDS**	**FIVE OF SIX STANDARDS**	**SIX OF SIX STANDARDS**
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	17%	44%	22%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2010–2011 school year.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2010–2011 school year, we had 11 suspension incidents. We had no incidents of expulsion. To make it easy

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2010–2011	12	12	N/A
2009–2010	14	14	15
2008–2009	17	17	15
Expulsions per 100 students			
2010–2011	0	0	N/A
2009–2010	0	0	1
2008–2009	1	1	1

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent high schools only.

to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential,
for both our school and the district. We also present three years' of data about the number of teachers who lacked the
appropriate subject-area authorization for one or more classes they taught.

TEACHERS	SCHOOL			DISTRICT
	2008–2009	2009–2010	2010–2011	2010–2011
With Full Credential	9	N/A	13	20
Without Full Credential	2	N/A	1	1
Teaching out of field	3	1	1	1

SOURCE: Information provided by the school district.

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most current three-year period.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2009**	**2010**	**2011**	**2009**	**2010**	**2011**	**2009**	**2010**	**2011**
English/ language arts	40%	31%	41%	40%	41%	43%	49%	52%	54%
History/social science	24%	42%	46%	34%	42%	45%	41%	44%	48%
Mathematics	6%	5%	17%	30%	29%	35%	46%	48%	50%
Science	57%	53%	46%	46%	56%	52%	50%	54%	57%

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most recent testing period.

	STUDENTS SCORING PROFICIENT OR ADVANCED			
STUDENT SUBGROUP	**ENGLISH/LANGUAGE ARTS 2010–2011**	**HISTORY/ SOCIAL SCIENCE 2010–2011**	**MATHEMATICS 2010–2011**	**SCIENCE 2010–2011**
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	31%	N/A	N/A	N/A
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	46%	47%	20%	50%
Two or more races	N/A	N/A	N/A	N/A
Boys	33%	54%	16%	47%
Girls	52%	35%	18%	0%
Socioeconomically disadvantaged	32%	40%	10%	36%
English Learners	0%	0%	0%	0%
Students with disabilities	0%	0%	0%	0%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at **http://www.cde.ca.gov/ta/ac/ap/**.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2008–2009	2009–2010	2010–2011
Statewide rank	5	4	3
Similar-schools rank	N/A	N/A	N/A

SOURCE: The API Base Report from December 2011.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

	ACTUAL API CHANGE			API
SUBGROUP	2008–2009	2009–2010	2010–2011	2010–2011
All students at the school	-20	-4	+68	758
Black/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	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	+67	778
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	+50	706
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	45	758	166	750	4,683,676	778
Black/African American	1	N/A	1	N/A	317,856	696
American Indian or Alaska Native	2	N/A	12	587	33,774	733
Asian	0	N/A	0	N/A	398,869	898
Filipino	0	N/A	0	N/A	123,245	859
Hispanic or Latino	7	N/A	53	691	2,406,749	729
Pacific Islander	0	N/A	0	N/A	26,953	764
White (non Hispanic)	35	778	98	798	1,258,831	845
Two or more races	0	N/A	2	N/A	76,766	836
Socioeconomically disadvantaged	22	706	111	705	2,731,843	726
English Learners	3	N/A	38	681	1,521,844	707
Students with disabilities	5	N/A	18	528	521,815	595

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet
all four of the following criteria in order to attain Adequate Yearly Progress (AYP):
(a) a 95-percent participation rate on the state's tests
(b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
(c) an API of at least 710 or growth of at least one point
(d) the graduation rate for the graduating class must be higher than 90 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall,
and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2011.

Intervention Program: District Program Improvement (PI)

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)
and for each grade span or on the same indicator (API or graduation rate). After entering PI,
districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	1
Percentage of schools currently in PI	20%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2011.

DISTRICT EXPENDITURES

According to the CDE, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2010–11 data in most cases. Therefore, 2009–10 data are used for report cards prepared during 2011–12."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the **CDE's Web site.**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2009–2010			
Total expenses	$2,786,644	N/A	N/A
Expenses per student	$11,709	$8,543	$8,452
FISCAL YEAR 2008–2009			
Total expenses	$3,184,217	N/A	N/A
Expenses per student	$13,213	$8,823	$8,736

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2009–2010

This table reports the salaries of teachers and administrators in our district for the 2009–2010 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	$34,680	$37,978
Midrange teacher's salary	$43,587	$55,252
Highest-paid teacher's salary	$58,994	$71,674
Average principal's salary (high school)	$65,814	$93,352
Superintendent's salary	$85,500	$116,851
Percentage of budget for teachers' salaries	31%	34%
Percentage of budget for administrators' salaries	6%	7%

SOURCE: School Accountability Report Card unit of the California Department of Education.

Dropout Rate and Graduation Rate

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
Dropout rate (one-year)			
2009–2010	0%	0%	3%
2008–2009	0%	0%	4%
2007–2008	1%	1%	3%
Graduation rate (four-year)			
2009–2010	100%	100%	86%
2008–2009	93%	93%	84%
2007–2008	100%	100%	86%

SOURCE: CALPADS, October 2010. District and state averages represent high schools only.

Courses Required for Admission to the University of California or California State University Systems

Percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	64%	64%	65%
Percentage of graduates from class of 2010 who completed all courses required for UC/CSU admission	47%	47%	39%

SOURCE: CALPADS, October 2010, for the class of 2010. District and state averages represent high schools only.

College Entrance Exam Reasoning Test (SAT)

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average critical reading, math, and writing scores of those students.

KEY FACTOR	2007–2008	2008–2009	2009–2010
Percentage of seniors taking the SAT	6%	28%	35%
Average critical reading score	N/A	N/A	N/A
Average math score	N/A	N/A	N/A
Average writing score	N/A	N/A	N/A

SOURCE: Original data from the College Board, for the class of 2010, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11.