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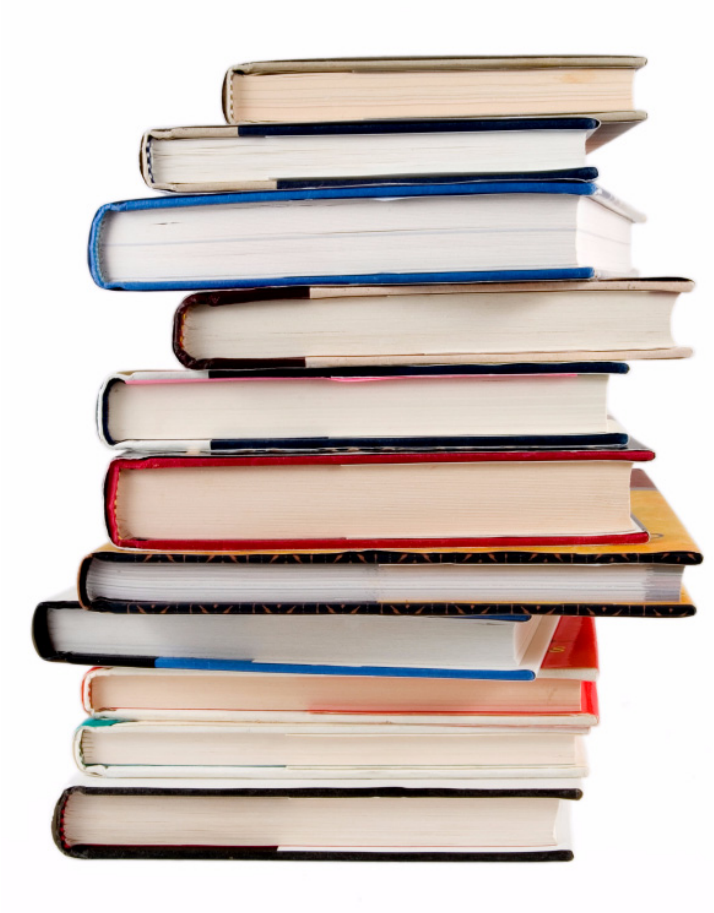
Saugus High School

School Accountability Report Card, 2009–2010
William S. Hart Union High School District



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

Published by
SCHOOL WISE PRESS

Saugus High School

School Accountability Report Card, 2009–2010
William S. Hart Union High 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 2009–2010 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.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

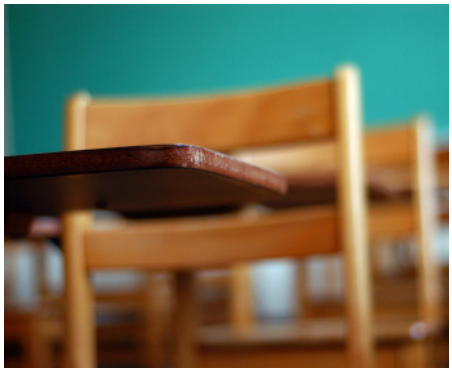
http://www.schoolwisepress.com/sarc/links_2010_en.html

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, please contact the school office.

How to Contact Our School
21900 W. Centurion Way
Saugus, CA 91350
Principal: Bill Bolde
Phone: (661) 297-3900

How to Contact Our District
21515 Centre Pointe Pkwy.
Santa Clarita, CA 91350
Phone: (661) 259-0033
http://www.hartdistrict.org



Contents

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Saugus High School

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William S. Hart Union High School District

Principal's Message

Saugus High School, a California Distinguished School is a proud school in the award winning William S. Hart Union High School District. Our desire is to provide a scholastic environment for our students that emphasize rigorous academic opportunities, extraordinary co-curricular involvement, and a culture that champions the advancement of student learning to ensure personal growth and future success. Our students have access to high level college prep programs in the core curricular areas of English, mathematics, science, social studies, fine arts and world languages. Additionally, they can choose to be involved in our amazing performing arts programs, our nationally ranked athletic program, our career tech offerings, or one of over 30 exceptional clubs and service organizations.

In a unified commitment, all Saugus High School stakeholders including certificated staff, classified employees, parents, students, and business partners have espoused a mission statement that promotes learning for all students to ensure personal growth and future success. To that end, the Centurion campus includes a wide variety of academically, culturally, and physically diverse students. Along with the school's rigorous college and vocational preparation, our school provides the following student programs to foster excellence and promote growth: a Regional Occupation Program (ROP), a Special Education program consisting of Special Day Classes, the Resource Program, the Emotionally Disturbed Class, a Deaf and Hard of Hearing program, an Air Force Reserved Officer's Training Corp (ROTC), and Gifted and Talented offerings such as Honors and Advanced Placement (AP). Additionally, the school prides itself on its growing AVID program and an outstanding China Exchange program with Gao Xin High School in Xi'an China that allows students to have a greater understanding and awareness of the Asian educational, economic and cultural influences on the world stage. The school is also in the fourth year of implementing an English Language Learner program.

Our success is the result of a cooperative engagement that includes parents and local business leaders. Every year our school hosts a partnership appreciation night to honor the hundreds of parents and businesses that contribute to our school.

Celebrating diversity is very important to us. We have many avenues to accomplish this, through dozens of clubs and organizations, and classroom presentations tied to awareness of cultural history (Women, Black, and Hispanic History Months). We also have an international walkway called the Centurion Colonnade where we proudly display 68 flags of the world—one to represent each of the nationalities of every student and staff member on campus. We also have erected a Legacy Wall made of granite where we can pay tribute to students for their positive efforts and dedication, as well as remember students who have passed away.

Bill Bolde, PRINCIPAL

Grade range and calendar
9–12
TRADITIONAL

Academic Performance Index
814
County Average: N/A
State Average: 728

Student enrollment
2,483
County Average: N/A
State Average: N/A

Teachers
85
County Average: N/A
State Average: N/A

Students per teacher
29
County Average: 24
State Average: 23

PLEASE NOTE: Comparative data (county average and state averages) in some sections of this report are unavailable due to problems the Department of Education had with data collection last year.

School Expenditures

State and federal funds pay for after school and Saturday intervention classes that prepare students to pass the California High School Exit Exam (CAHSEE). We also are able to fund a Saturday Study Skills Academy (SSA) program, which is designed to give the students an opportunity to make-up and redo class assignments in order to reduce the number of Ds and Fs.

In addition to the financial support supplied through the general fund and state and federal resources, Saugus High has a rather large community economic support network. More than 30 businesses and private donors were responsible for bringing in thousands of dollars in cash and in-kind contributions over the past year. This funding network has assisted in many areas: curricular programs, technologies, co-curricular development, facilities, staff and student recognition programs, job shadowing, career development opportunities, and much more.

Safety

Saugus High places an emphasis on the safety and security of our staff and student body. The Safety Committee reviews and revises the school's safety plan on an annual basis. Staff and students are drilled every semester on potential emergency scenarios.

Campus supervisors monitor students on campus before and after school, during nutrition breaks, and at lunchtime. All visitors must sign-in at the office and receive proper authorization to be on campus.

Career Technical Education

Saugus High School's career technical opportunities are designed to help students understand the importance of their high school education and the need for lifelong learning skills to become contributing members of society. Students are encouraged to research and prepare for careers as they progress through an education system emphasizing college, lifelong learning, training, and employment.

Career Technical Education remains an integral part of the Saugus High School academic program. Although we lost our career advisor due to budget cuts, we are able to provide vocational education through various means. Saugus has more students enrolled in the Regional Occupational Program (ROP) than any other school in the Hart District. This program allows students the opportunity to enroll in classes that educate students in a variety of vocational fields, such as law enforcement, cosmetology, and medical careers. The district has retained a district-wide career advisor responsible for the coordination of career, college, and military speakers to meet with the students at Saugus High.

Vocational education and post-high school planning is taught by the counselors in their semesterly presentations to the students. There is a follow-up conference with each individual student to discuss their four-year plan and their post-high school vocational plans. There are many other examples of career education happening at Saugus High. Students with IEPs have a vocational career component as an integral part of their educational plan. There is a Careers Club that educates students on job interview, resume writing, and other career-related skills. We have a partnership with the Valley Industrial Association (VIA) that organized many vocational events for our students including Junior Achievement and job shadowing opportunities.

Buildings

Saugus High School was built in 1975 and completed a $48.1 million construction modernization project in 2007. This four-year endeavor has seen the construction of three new structures and 17 completely refurbished buildings. The Centurion campus now exhibits pride in their new science center, a state-of-the-art library, a food service building, and one of the five largest gymnasium facilities in Southern California. The 22,000-square-foot gymnasium was fully remodeled with a new floor, new bleachers, new lights, and a new graphics package.

In the fall of 2008, the community passed a bond that will further the development of educational venues at Saugus High. This will allow us to construct a new 600-seat performing arts center. Also, with the assistance of CTE (Career Technical Education) funding, we will be working on a complete overhaul of our industrial arts building in summer of 2011.

Parent Involvement

Saugus High School is privileged to showcase an extremely involved parent community. It starts by being a proud PTSA (Parent Teacher Student Association) school. Saugus is one of only two high schools in Santa Clarita with this designation. With its connection to the PTA National Organization, the school reaps benefits beyond the scope of other typical parent support committees. Through the fundraising efforts of the PTSA, the

school has gained access to thousands of dollars that have gone toward assisting every teacher on campus, as well as funding between 10 and 15 student scholarships each year. Beyond PTSA, booster clubs for fine arts and athletic programs bring a great deal of support for programs that augment student growth. Saugus has fostered an incredible network of community business leaders who have become highly involved in supporting our school. Six years ago, a strong Alumni Foundation was formed, which has brought great benefits to the campus. Many other parent volunteer programs have been born out of a need and desire to support academics, athletics and co-curricular programs on campus.

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.

Saugus's API was 814 (out of 1000). This is the same API as last year. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA
API
ACADEMIC PERFORMANCE INDEX

Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**814**
Growth attained from prior year	**+0**
Met subgroup* growth targets	**No**

SOURCE: API based on spring 2010 test cycle. Growth scores alone are displayed and are current as of December 2010.

*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.

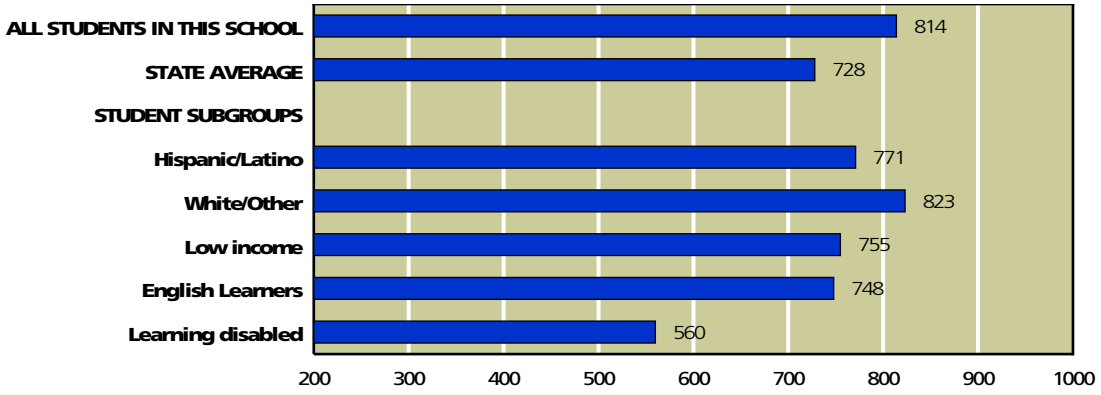
API RANKINGS: Based on our 2008–2009 test results, we started the 2009–2010 school year with a base API of 814. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all high schools in California, our school ranked 9 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 7 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site**.

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 did not meet some or all of our assigned growth targets during the 2009–2010 school year. Just for reference, 32 percent of high schools statewide met their growth targets.

API, Spring 2010



SOURCE: API based on spring 2010 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 14 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): 55.6 percent on the English/language arts test and 54.8 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 650 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2009 must be at least 90 percent (or satisfy alternate improvement criteria). This is higher than was required by the CDE in prior years.

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	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Met graduation rate	**Yes**
Program Improvement school in 2010	**No**

SOURCE: AYP is based on the Accountability Progress Report of December 2010. A school can be in Program Improvement based on students' test results in the 2009–2010 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?	DID 55.6% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 54.8% ATTAIN PROFICIENCY ON THE CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of October 2010, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2009–2010 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	2009–2010 LOW SCORES	2009–2010 HIGH SCORES	2008–2009 LOW SCORES	2008–2009 HIGH SCORES	2007–2008 LOW SCORES	2007–2008 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		65%		63%		63%
Average high school Percent Proficient or higher		49%		46%		44%
GEOMETRY						
Our school Percent Proficient or higher		57%		52%		51%
Average high school Percent Proficient or higher		24%		24%		21%
US HISTORY						
Our school Percent Proficient or higher		54%		56%		50%
Average high school Percent Proficient or higher		48%		47%		40%
BIOLOGY						
Our school Percent Proficient or higher		64%		60%		62%
Average high school Percent Proficient or higher		47%		42%		43%
LIFE SCIENCE (TENTH GRADE)						
Our school Percent Proficient or higher		64%		68%		57%
Average high school Percent Proficient or higher		47%		45%		41%

SOURCE: The scores for the CST are from the spring 2010 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 55 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 61 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 (an elective) and the tenth grade life science test. For math, we've selected two courses, both of them electives: 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		65%	99%	**SCHOOLWIDE AVERAGE:** About 16 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		45%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		49%	96%	

Subgroup Test Scores

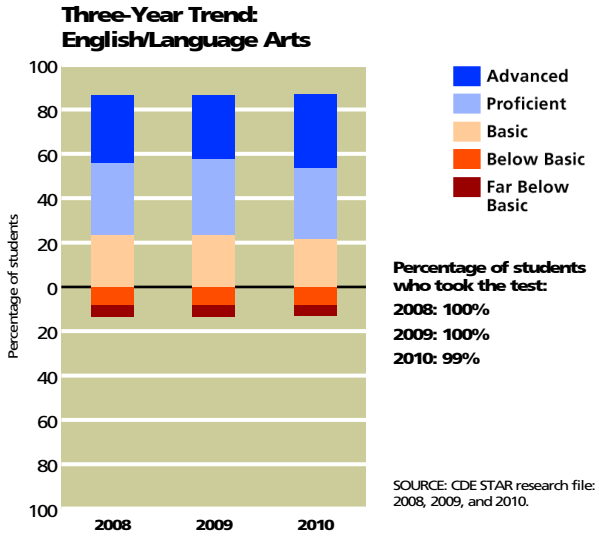
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		59%	875	**GENDER:** About 12 percent more girls than boys at our school scored Proficient or Advanced.
Girls		71%	931	
English proficient		66%	1,747	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		34%	59	
Low income		50%	139	**INCOME:** About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		66%	1,667	
Learning disabled		16%	168	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		70%	1,638	
African American		57%	46	**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.
Asian American		82%	94	
Filipino		67%	79	
Hispanic/Latino		54%	382	
White/Other		67%	1,180	

SOURCE: The scores for the CST are from the spring 2010 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.



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		36%	22%	**SCHOOLWIDE AVERAGE:** About 17 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		18%	30%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		19%	30%	

Subgroup Test Scores

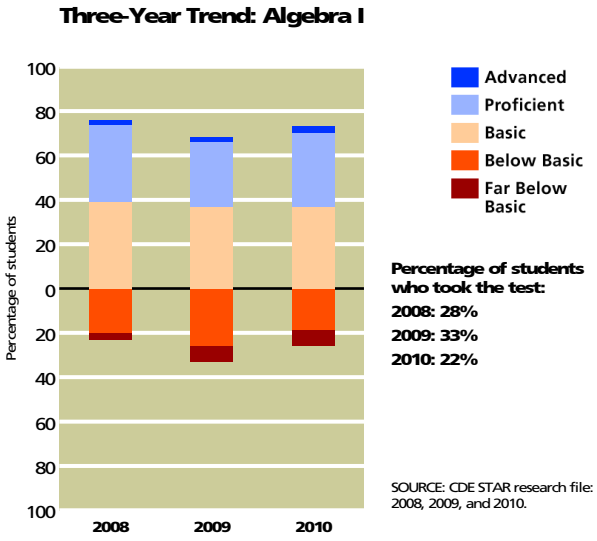
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		33%	208	**GENDER:** About six percent more girls than boys at our school scored Proficient or Advanced.
Girls		39%	188	
English proficient		36%	377	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE	N/S	19	
Low income		45%	38	**INCOME:** About ten percent more students from lower-income families scored Proficient or Advanced than our other students.
Not low income		35%	358	
Learning disabled		11%	57	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		40%	339	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	13	**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.
Hispanic/Latino		32%	99	
White/Other		38%	256	

SOURCE: The scores for the CST are from the spring 2010 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 22 percent of our students took the algebra CST, compared with 30 percent of all high school students statewide. To read more about California's **math standards**, visit the CDE's Web site.



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		57%	17%	**SCHOOLWIDE AVERAGE:** About 33 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		19%	26%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		24%	26%	

Subgroup Test Scores

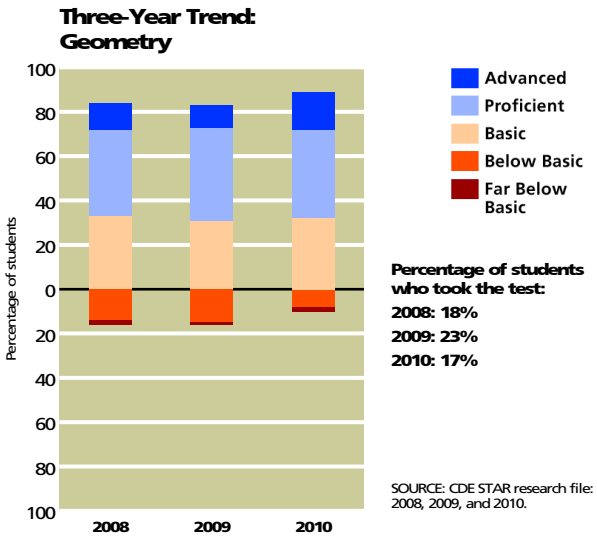
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		55%	132	**GENDER:** About three percent more girls than boys at our school scored Proficient or Advanced.
Girls		58%	176	
English proficient		57%	305	**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	3	
Low income	DATA STATISTICALLY UNRELIABLE	N/S	14	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income		57%	294	
Learning disabled	NO DATA AVAILABLE	N/A	9	**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		59%	299	
Asian American	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.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	18	
Hispanic/Latino		52%	46	
White/Other		58%	220	

SOURCE: The scores for the CST are from the spring 2010 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 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 17 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.



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		54%	99%	**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		44%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		48%	95%	

Subgroup Test Scores

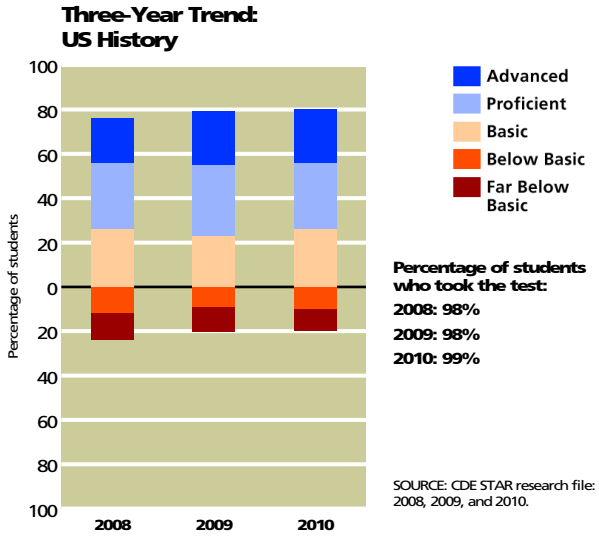
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		60%	286	**GENDER:** About 12 percent more boys than girls at our school scored Proficient or Advanced.
Girls		48%	287	
English proficient		55%	556	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE	N/S	17	
Low income		49%	37	**INCOME:** About five percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		54%	536	
Learning disabled		15%	55	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		58%	518	
African American	DATA STATISTICALLY UNRELIABLE	N/S	16	**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.
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	26	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	27	
Hispanic/Latino		47%	108	
White/Other		56%	388	

SOURCE: The scores for the CST are from the spring 2010 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 can 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.



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		64%	46%	**SCHOOLWIDE AVERAGE:** About 17 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		42%	37%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		47%	36%	

Subgroup Test Scores

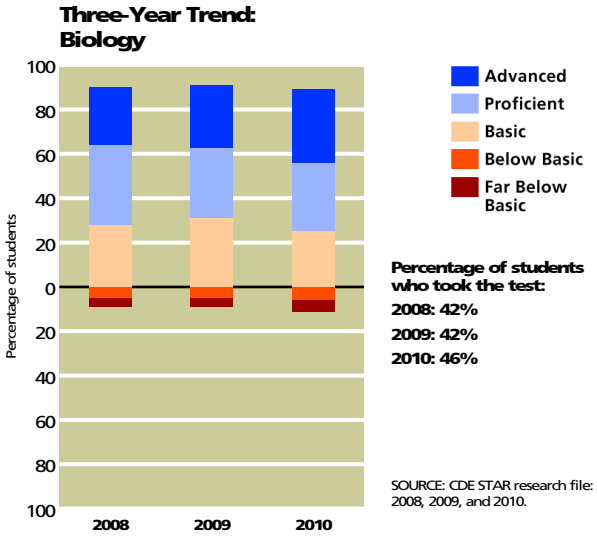
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		63%	387	**GENDER:** About two percent more girls than boys at our school scored Proficient or Advanced.
Girls		65%	447	
English proficient		65%	808	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE	N/S	26	
Low income		42%	65	**INCOME:** About 24 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		66%	769	
Learning disabled		13%	78	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		69%	756	
African American	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.
Asian American		71%	45	
Filipino		70%	30	
Hispanic/Latino		53%	177	
White/Other		67%	549	

SOURCE: The scores for the CST are from the spring 2010 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 46 percent of our students took the biology CST, compared with 36 percent of all high school students statewide. To read more about the **California standards for science** visit the CDE's Web site.



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		64%	99%	**SCHOOLWIDE AVERAGE:** About 17 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		43%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		47%	95%	

Subgroup Test Scores

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

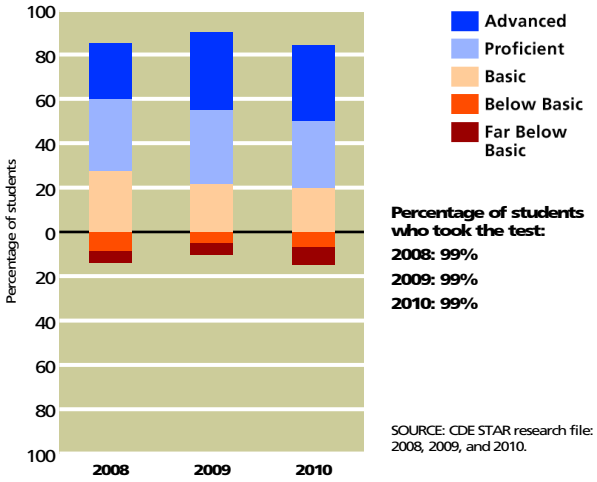
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		62%	273	**GENDER:** About four percent more girls than boys at our school scored Proficient or Advanced.
Girls		66%	309	
English proficient		66%	561	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE	N/S	21	
Low income		55%	51	**INCOME:** About ten percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		65%	531	
Learning disabled		19%	57	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		69%	525	
African American	DATA STATISTICALLY UNRELIABLE	N/S	11	**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.
Asian American		75%	36	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	27	
Hispanic/Latino		54%	134	
White/Other		66%	368	

SOURCE: The scores for the CST are from the spring 2010 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



STUDENTS

Ethnicity

Most students at Saugus identify themselves as White/European American/Other. In fact, there are about three times as many White/European American/Other students as Hispanic/Latino students, the second-largest ethnic group at Saugus. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" 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	2%	9%	7%
Asian American/ Pacific Islander	10%	11%	12%
Hispanic/Latino	21%	60%	47%
White/European American/ Other	66%	19%	33%

SOURCE: CBEDS census of October 2009. 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 2009-2010 school year. At Saugus, six percent of the students qualified for this program, compared with 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	6%	N/A	56%
Parents with some college	88%	48%	56%
Parents with college degree	50%	27%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2009–2010 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 88 percent of the students at Saugus have attended college and 50 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 70 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Due to CALPADS data collection problems this year, accurate data for average class sizes is unavailable. For more information on our average class sizes, please contact the school directly.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	N/A	N/A	N/A
History	N/A	N/A	N/A
Math	N/A	N/A	N/A
Science	N/A	N/A	N/A

SOURCE: This information provided by the school district.

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	4%	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	96%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	4%	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) from some of the data reported in the SARC is unavailable due to problems the California Department of Education had with data collection last year.

"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.

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

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	3%

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

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.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. 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)
Counselors	7.0
Librarians and media staff	1.0
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	47%	43%	38%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	531	474	495
SAT math	Average score of juniors and seniors who took the SAT math test	545	488	513
SAT writing	Average score of juniors and seniors who took the SAT writing test	523	475	494

SOURCE: SAT test data provided by the College Board for the 2008–2009 school year. County and state averages represent high schools only.

In the 2008–2009 academic year, 47 percent of Saugus students took the SAT, compared with 38 percent of high school students in California.

Saugus students' average score was 531 on the verbal portion of the SAT, compared with 495 for students throughout the state. Saugus students' average score was 545 on the math portion of the SAT, compared with 513 for students throughout the state. Saugus students' average score was 523 on the writing portion of the SAT, compared with 494 for students throughout the state.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
2009 graduates meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	60%	43%	37%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	4%	8%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	14%	13%	12%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	5%	32%	29%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2009. Enrollment in UC/CSU qualifying courses comes from the CBEDS census of October 2009. County and state averages represent high schools only.

In the 2008–2009 school year, 60 percent of Saugus's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with 37 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.

Our **college attendance** data is limited to public colleges in California. Out of Saugus's 2009 graduating class, about 23 percent went on to enroll in some part of the California public college system, compared with 49 percent of students throughout the state. Here's the detail: four percent of the graduating class went to UC campuses; 14 percent went to CSU campuses; and five percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including **Advanced Placement** (AP) courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate** (IB) Diploma Programme. IB courses are offered in just 92 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and 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	17%	N/A	N/A

SOURCE: This information provided by the school district.

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. Please keep both of these considerations in mind as you review the facts below.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers 20 different courses that you'll see listed in the table.

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

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	2	N/A	N/A
Computer Science	0	N/A	N/A
English	2	N/A	N/A
Foreign Language	2	N/A	N/A
Mathematics	3	N/A	N/A
Science	6	N/A	N/A
Social Science	5	N/A	N/A
Total	20	N/A	N/A

SOURCE: This information provided by the school district.

AP Exam Results, 2008–2009

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	35%	30%	27%
Number of AP exams taken	Average number of AP exams each of these students took in 2008–2009	1.7	1.8	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	68%	53%	58%

SOURCE: AP exam data provided by the College Board for the 2008–2009 school year.

Here at Saugus, 35 percent of juniors and seniors took AP exams. In California, 27 percent of juniors and seniors in the average high school took AP exams. On average, those students took 1.7 AP exams, compared with 1.8 for students in the average high school in California.

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. The table to the right shows how specific groups of tenth grade students scored on the exit exam in the 2009–2010 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.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2009–2010	74%	70%	54%
2008–2009	74%	69%	52%
2007–2008	78%	70%	53%
Math			
2009–2010	76%	69%	53%
2008–2009	77%	69%	53%
2007–2008	74%	67%	51%

SOURCE: California Department of Education, SARC research file.

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

	ENGLISH/LANGUAGE ARTS			MATH		
CAHSEE RESULTS BY SUBGROUP	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	26%	22%	52%	24%	48%	28%
African American	9%	46%	46%	18%	55%	27%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	11%	23%	66%	11%	43%	46%
Filipino	39%	12%	50%	35%	42%	23%
Hispanic or Latino	37%	23%	40%	37%	48%	15%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	23%	22%	55%	21%	49%	31%
Male	36%	19%	45%	25%	45%	30%
Female	17%	25%	57%	23%	51%	26%
Socioeconomically disadvantaged	44%	30%	26%	40%	34%	26%
English Learners	54%	12%	35%	42%	37%	21%
Students with disabilities	79%	7%	14%	63%	23%	14%
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

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2008–2009	1%	5%	4%
2007–2008	1%	5%	4%
2006–2007	1%	5%	4%
Graduation rate (four year)			
2008–2009	97%	79%	83%
2007–2008	97%	82%	85%
2006–2007	98%	80%	85%

SOURCE: Dropout data comes from the CBEDS census of October 2009. County and state averages represent high schools only.

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 2008–2009 school year or a student who hasn't re-enrolled in our school for the 2009–2010 year by October 2009.

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. This system also helps districts identify students who were considered a dropout at a school they left but in fact were enrolled in a different district. The data also allows the CDE to identify students reported by a school district as transferring to another California school district but who cannot be found enrolled elsewhere. These students are now properly counted as dropouts rather than transfers.

It will take a couple of years for the data to be completely accurate, because we need to track students from the time they enter high school. Once this tracking system has been in place for four years, our information will be much more accurate.

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) and is part of California's way of determining a high school's Academic Performance Index (API). 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.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2010. The CDE may release additional or revised data for the 2009–2010 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2009 census); Language Census (March 2010); California Standards Tests (spring 2010 test cycle); Academic Performance Index (November 2010 growth score release); Adequate Yearly Progress (October 2010).

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High School Completion

This table shows the percentage of seniors in the graduating class of 2010 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 2009.

Students can retake all or part of the CAHSEE up to three times in their junior year and up to five times in their senior year. 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 2009 and 2010**, and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2010)	
STUDENT GROUPS	OUR SCHOOL	DISTRICT AVERAGE
All Students	94	92
African American	100	93
American Indian or Alaska Native	50	73
Asian	100	99
Filipino	96	99
Hispanic or Latino	90	83
Pacific Islander	n/a	50
White (not Hispanic)	95	93
Two or More Races	n/a	n/a
Socioeconomically Disadvantaged	91	86
English Learners	84	70
Students with Disabilities	96	67

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.

A new system of accurately capturing CTE data is currently under construction. Please refer to last year's SARCs for the most current data. Updated information will be available in the 2010-2011 SARC.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	N/A
Percentage of students completing a CTE program and earning a high school diploma	N/A
Percentage of CTE courses coordinated with colleges	N/A

Programs and Courses

COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC/ROP?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Animal Care & Services		Yes	Yes	No
Commercial Photography		No	Yes	Yes
Digital Photography		Yes	Yes	No
Entertainment/Performance Occupations		Yes	Yes	No
Photography		Yes	Yes	Yes
TV/Video Production		Yes	Yes	No
Video Production		No	Yes	No
Auto		Yes	Yes	No
Auto Tech		Yes	Yes	No
Auto/Voc Auto		Yes	Yes	No
Automotive Technology		Yes	Yes	No
Wood/Construction		Yes	Yes	No
Child Dev/Life Management		Yes	Yes	No
Childcare Occupations		Yes	Yes	No
Cosmetology		Yes	Yes	No
Culinary Arts		Yes	Yes	No
Life Management		No	Yes	No
School Age Child Care Occupations		Yes	Yes	No
Computer Assisted Drafting		No	Yes	No
Computer Drafting & Design		No	Yes	No
Computer Drafting Design		No	Yes	No
Computer Drafting & Design		No	Yes	No
Drafting		No	Yes	No
Drafting Mixed		No	Yes	No
Drafting/Computer Assisted Drafting		No	Yes	No
Fashion Merchandising		Yes	Yes	No
Interior Design		Yes	Yes	No
Accounting		No	Yes	No
Applied Communications		No	Yes	No
Banking Occupations		Yes	Yes	No
Banking Operations		Yes	Yes	No
Business Math		No	Yes	No

COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC/ROP?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Introduction to Business		No	Yes	No
Floristry		Yes	Yes	No
Dental Assistant		Yes	Yes	No
Medical Intern Program		No	Yes	No
Medical Office		Yes	Yes	No
Pharmacy Assistant		Yes	No	No
Physical Therapy Assistant		Yes	Yes	No
Hotel Operations		Yes	Yes	No
Travel Occupations		Yes	Yes	No
Computer Applications		No	Yes	No
Computer Networking		No	Yes	No
Computer Programming		No	Yes	No
Homepage		No	Yes	No
Intro to Computers		No	Yes	No
Keyboard		No	Yes	No
Networking		No	Yes	No
PC Tech Repair		No	Yes	No
PC Tech/Repair		No	Yes	No
PC Technology/Repair		No	Yes	No
Tech Foundations		No	Yes	No
Technology		No	Yes	No
Web Design		No	Yes	No
Desk Top Publishing		No	Yes	No
Graphic Arts		No	Yes	No
Graphic Arts/Design		Yes	Yes	No
Graphic Arts/Offset Lithography		Yes	Yes	No
Silk Screen Printing		Yes	Yes	No
Year Book		No	Yes	No
Marketing		No	Yes	No
Retailing		Yes	Yes	No
Virtual Enterprise	AOC	Yes	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
Auto	Pete Ciccone
Auto	Gary Sornborger
Building Maint.	Carl Manley
Business	Jeff Aronsky
Education	Audrey Green
Education	Dave LeBarron
Education	Diane Hamburger
Education	Karen Varela
Education	Howard Siegel
Education	Leonard Friedman
Education	Wade Williams
Education	Gail Gasbarro
Education	Sherry Kunda
Education	Dianna Rose
Fine Arts	PJ Vernon
ROP	Dave LeBarron

» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2010–2011. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2009–2010 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.

TEACHERS

Teacher Vacancies

KEY FACTOR	2008–2009	2009–2010	2010–2011
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	472	425	420
Number of classes which 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	1	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	1	0	0

NOTES:

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	2008–2009	2009–2010	2010–2011
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 each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2009–2010	N/A
2008–2009	4.00
2007–2008	8.00

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.

This information was collected on .

NOTES: Our textbooks are the most recently approved by either the State Board of Ed or Local Governing Agency for math, science, social science, and visual and performing arts. Our reading/language arts, foreign language, and health textbooks and science lab equipment are not the most recently approved.

		ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
TAUGHT AT OUR SCHOOL?	SUBJECT	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	☒	☒	☒	100%

Textbooks in Use

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

SUBJECT AND TITLE	PUBLISHER	YEAR ADOPTED
ENGLISH/LANGUAGE ARTS		
Timeless Voinces, Timeless Themes	Prentice Hall	2002
MATH		
Algebra	McDougal littell	2008
Geometry	Prentice Hall	2004
Algebra 2	McDougal	2004
Trigonometry	Houghton Mifflin	2004
SCIENCE		
Biology	Prentice Hall	2007
Chemistry	Prentice Hall	2008
Physics	Holt	2002
SOCIAL SCIENCE		
World History: The Modern World	Prentice Hall	2006
America: Pathways to the Present	Prentice Hall	2006
Economics: Principles and Practices	Glencoe	2003
Magruder's American Government	Prentice Hall	2006

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 upon 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 .

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	☒	☒
AP Biology	☒	☒
Chemistry	☒	☒
Honors Chemistry	☒	☒
Physics	☒	☒
AP Physics	☒	☒
AP Environmental Sci	☒	☒
Earth Science	☒	☒

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 10/11/2010 by Carle Manley, Director of Maintenance and Operations.
The most recent facilities inspection occurred on 09/30/2010.

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	**Fair**	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	**Fair**	
1. Overall cleanliness		Some restrooms were dirty at time of inspection.
2. Pest/Vermin		No apparent problems
D. Electrical Components	**Good**	
1. Electrical Components		No apparent problems
E. Restrooms/Fountains	**Poor**	
1. Restrooms		Areas were under construction
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		No apparent problems
H. External	**Good**	
1. Windows/Doors/Gates/Fences		No apparent problems
2. Playgrounds/School Grounds		No apparent problems

SCHOOL FINANCES, 2008–2009

We are required to report financial data from the 2008–2009 school year by the California Dept. of Education. 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) for the 2008-2009 school year.

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:

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

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Unrestricted funds ($/student)	$4,904	$5,602	-12.46%	$5,653	-13.25%
Restricted funds ($/student)	$802	$2,677	-70.04%	$3,083	-73.99%
Total ($/student)	$5,706	$8,279	-31.08%	$8,736	-34.68%

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)	$73,513	$77,768	-5.47%	$72,020	2.07%
Benefits ($/certificated staff)	$20,086	$21,086	-4.74%	$15,548	29.19%
Total ($/certificated staff)	$93,599	$98,853	-5.31%	$87,568	6.89%

* 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 more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.

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	2,483
Black/African American	2%
American Indian or Alaska Native	0%
Asian	5%
Filipino	5%
Hispanic or Latino	21%
Pacific Islander	0%
White (not Hispanic)	66%
Two or more races	0%
Socioeconomically disadvantaged	7%
English Learners	3%
Students with disabilities	10%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2009. 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	669
Grade 10	617
Grade 11	608
Grade 12	589

SOURCE: CBEDS, October 2009.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2007–2008	2008–2009	2009–2010
English	30	32	N/A
History	31	32	N/A
Math	32	34	N/A
Science	32	33	N/A

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

Average Class Size by Core Course, Detail

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

	2007–2008			2008–2009			2009–2010		
SUBJECT	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	17	21	48	6	24	49	N/A	N/A	N/A
History	8	16	40	4	18	37	N/A	N/A	N/A
Math	9	13	46	2	19	44	N/A	N/A	N/A
Science	7	14	41	4	13	42	N/A	N/A	N/A

SOURCE: CBEDS, October 2009. 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.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	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	13%	33%	46%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information was the most recent available, for the 2008–2009 school year. Data is reported by Educational Data Systems.

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 2009–2010 school year, we had 171 suspension incidents. We had one expulsion incident. To make it easy 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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2009–2010	7	8	16
2008–2009	0	0	16
2007–2008	3	7	17
Expulsions per 100 students			
2009–2010	0	0	1
2008–2009	0	0	1
2007–2008	0	0	1

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent high schools only.

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.

	SCHOOL			DISTRICT
TEACHERS	2007–2008	2008–2009	2009–2010	2009–2010
With Full Credential	96	92	83	N/A
Without Full Credential	3	4	3	N/A
Teaching out of field	7	15	N/A	N/A

SOURCE: Information provided by the school district.

STUDENT PERFORMANCE

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	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
English/ language arts	64%	63%	65%	59%	60%	62%	46%	50%	52%
History/social science	48%	56%	52%	47%	54%	56%	36%	41%	44%
Mathematics	46%	42%	44%	48%	50%	51%	43%	46%	48%
Science	57%	68%	64%	58%	63%	66%	46%	50%	54%

SOURCE: STAR results, spring 2010 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 2009–2010**	**HISTORY/ SOCIAL SCIENCE 2009–2010**	**MATHEMATICS 2009–2010**	**SCIENCE 2009–2010**
African American	57%	52%	32%	82%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	82%	65%	65%	75%
Filipino	67%	55%	45%	59%
Hispanic or Latino	53%	43%	35%	54%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	67%	54%	46%	66%
Two or more races	N/A	N/A	N/A	N/A
Boys	59%	58%	44%	62%
Girls	70%	46%	44%	66%
Socioeconomically disadvantaged	50%	43%	41%	55%
English Learners	33%	26%	35%	14%
Students with disabilities	15%	19%	10%	19%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

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	2007–2008	2008–2009	2009–2010
Statewide rank	9	9	9
Similar-schools rank	7	8	7

SOURCE: The API Base Report from December 2010.

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	2007–2008	2008–2009	2009–2010	2009–2010
All students at the school	+15	+7	+0	814
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	+11	+8	+9	771
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+17	+7	-2	823
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	+7	755
English Learners	N/A	N/A	+18	748
Students with disabilities	+34	+0	-46	560

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

API Scores by Subgroup

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

SUBGROUP	SCHOOL	DISTRICT	STATE
All students	814	824	767
Black/African American	N/A	760	686
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	924	890
Filipino	N/A	876	851
Hispanic or Latino	771	751	715
Pacific Islander	N/A	N/A	753
White (non Hispanic)	823	853	838
Socioeconomically disadvantaged	755	711	712
English Learners	748	700	692
Students with disabilities	560	591	580
Two or more races	N/A	834	807

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

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 680 or growth of at least one point
(d) the graduation rate for the graduating class must be higher than 83.2 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	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2010.

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	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2010.

DISTRICT EXPENDITURES

According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2009–10 data in most cases. Therefore, 2008–09 data are used for report cards prepared during 2010–11."

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 2008–2009			
Total expenses	$176,968,429	N/A	N/A
Expenses per student	$8,058	$9,024	$8,736
FISCAL YEAR 2007–2008			
Total expenses	$176,543,323	N/A	N/A
Expenses per student	$7,645	$8,611	$8,594

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2008–2009

This table reports the salaries of teachers and administrators in our district for the 2008–2009 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	$43,824	$43,096
Midrange teacher's salary	$68,115	$70,018
Highest-paid teacher's salary	$86,434	$89,675
Average principal's salary (high school)	$136,140	$128,615
Superintendent's salary	$242,664	$204,469
Percentage of budget for teachers' salaries	38%	38%
Percentage of budget for administrators' salaries	5%	5%

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

SCHOOL COMPLETION AND PREPARATION FOR COLLEGE

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)			
2008–2009	1%	2%	4%
2007–2008	1%	2%	4%
2006–2007	1%	4%	4%
Graduation rate (four-year)			
2008–2009	97%	90%	83%
2007–2008	97%	90%	85%
2006–2007	98%	88%	85%

SOURCE: CBEDS October 2007–2009. District and state averages represent high schools only.

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

Number and 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	N/A	N/A	N/A
Percentage of graduates from class of 2009 who completed all courses required for UC/CSU admission	60%	40%	37%

SOURCE: CBEDS, October 2009, for the class of 2009. 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 verbal, math, and writing scores of those students.

KEY FACTOR	2006–2007	2007–2008	2008–2009
Percentage of seniors taking the SAT	48%	47%	47%
Average critical reading score	515	529	531
Average math score	550	562	545
Average writing score	530	532	523

SOURCE: Original data from the College Board, for the class of 2009, 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. The College Board first introduced the writing test in 2005–2006.

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