

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08 Durham High School

Address: 9455 Putney Dr. , Durham CA 95938-0600

Phone: 530-895-4680

Principal: Kevin Martin

Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Durham High School sits on a 55-acre site, which also contains the elementary, intermediate, and continuation schools and the district offices. The Durham High School student population reflects a predominately middle class community with some 3rd and 4th generation families. Many of our families are involved in agriculture, with an increasing number of families commuting to nearby Chico or Oroville. High levels of student achievement, parental support, and community involvement characterize Durham High School. Our students achieve great academic success while being heavily involved in our outstanding band and athletic programs, as well as FFA and 4-H. Our mission is to instill in our students' self-worth, a love of lifetime learning, and a commitment to global responsibility. We provide an environment that encourages each student to achieve full potential in physical health, emotional maturity and well-being, academic preparation, intellectual development, social responsibility, and ethical values.

Student Enrollment

Group	Percent
African American	0.54 %
American Indian or Alaska Native	0.82 %
Asian	1.36 %
Filipino	0.82 %
Hispanic or Latino	12.77 %
Pacific Islander	0%
White (not Hispanic)	82.07 %
Multiple or No Response	1.63 %
Socioeconomically Disadvantaged	33 %
English Learners	7 %
Students with Disabilities	9 %
Total Number of students	368

Teachers

Indicator	Teachers
Teachers with full credential	21
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

The latest inspection done at Durham High School indicated that there were no structural or mechanical problems. Regular ongoing maintenance is done in a timely manner on district building and grounds items such as windows, doors, drinking fountains, mechanical systems, etc. Preventive maintenance on such items as pest/vermin, fire safety and playground/school grounds is being practiced.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 5,201
District	\$ 5,970
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	56%
Mathematics	27%
Science	45%
History-Social Science	45%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	767
Statewide Rank (from 2007 Base API Report)	8
2008-09 Program Improvement Status (PI Year)	N/A

School Completion

Indicator	Result
Graduation Rate	98%

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	11%
Graduates Who Completed All Courses Required for University of California or California State University Admission	31.9%

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Durham High	District Name	Durham Unified
Street	9455 Putney Dr.	Phone Number	530-895-4675
City, State, Zip	Durham , CA 95938-0600	Web Site	www.durhamunified.org
Phone Number	530-895-4680	Superintendent	Barbara Gaskin
Principal	Kevin Martin	E-mail Address	bgaskin@durhamunified.org
E-mail Address	kmartin@durhamunified.org	CDS Code	04-61432-0433201

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Durham High School sits on a 55-acre site, which also contains the elementary, intermediate, and continuation schools and the district offices. The Durham High School student population reflects a predominately middle class community with some 3rd and 4th generation families. Many of our families are involved in agriculture, with an increasing number of families commuting to nearby Chico or Oroville. High levels of student achievement, parental support, and community involvement characterize Durham High School. Our students achieve great academic success while being heavily involved in our outstanding band and athletic programs, as well as FFA and 4-H. Our mission is to instill in our students a sense of self-worth, a love of lifetime learning, and a commitment to global responsibility. We provide an environment that encourages each student to achieve full potential in physical health, emotional maturity, well-being, academic preparation, intellectual development, social responsibility, and ethical values.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Parents are invited to serve on our School Site Council, which meets once a month. In addition, we have a Principal's Advisory Council which meets in conjunction with our PTS meeting. All parents are welcome to attend. We also have very active Sports Boosters and Music Boosters organizations. Please contact the school secretary for contact names and information.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	97
Grade 10	94
Grade 11	80
Grade 12	97
Total Enrollment	368

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.54 %
American Indian or Alaska Native	0.82 %
Asian	1.36 %
Filipino	0.82 %
Hispanic or Latino	12.77 %
Pacific Islander	0%
White (not Hispanic)	82.07 %
Multiple or No Response	1.63 %
Socioeconomically Disadvantaged	33 %
English Learners	7 %
Students with Disabilities	9 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.1	7	8		20.6	9	7	1	19.4	12	7	
Mathematics	27.4	2	9	1	23.1	5	9		21.9	6	9	
Science	22.6	6	4		21.9	5	4		23.3	3	6	
Social Science	23.1	5	7		25.6	2	8		26.3	2	6	1

School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Our Safety Plan is reviewed annually in August/September of every school year. We survey parents and students yearly in regards to their perception regarding safety at school. Visitors must register in the office when visiting our campus. We hold fire drills each semester and disaster drills annually. In homerooms, teachers review our safety plans with students on a regular basis and a school and student safety assembly is held annually.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	15.0	6.0	1.6	9.3	8.1	5.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Durham High School is 40 years old and has a capacity for more than five hundred (500) students. Our library can accommodate up to sixty (60) students, and our multipurpose room serves breakfast and lunch to grades 6-12. The campus grounds are maintained and parents and students indicate that our campus is attractive and safe. We currently have three (3) computer labs. All classrooms have television and VCR's and many have data projectors. Our library has been recently updated with new carpet, paint, and furnishings. Our maintenance staff does an excellent job of keeping the buildings in a good state of repair. School grounds are welcoming, and all restrooms are kept clean and functioning. Restrooms have been refurbished within the last 3 years.

School Facility Good Repair Status (School Year 2008-09)

Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Good		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	22	22	21	63
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	97.0	3.0
High-Poverty Schools in District		
Low-Poverty Schools in District	97.0	3.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	368
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0.94	N/A
Psychologist	0.25	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.225	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Health	Prentice Hall, 2007.	0
Science Laboratory Equipment (grades 9-12)	Microscopes, Bunsen burners, electronic scales, laptops and a digital projector.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5982	\$781	\$5201	\$61565
District	N/A	N/A	\$5970	\$62665
Percent Difference – School Site and District	N/A	N/A	87%	98%
State	N/A	N/A	\$5300	\$54955
Percent Difference – School Site and State	N/A	N/A	98%	112%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Approximately 82% of the budget was spent for salaries for all staff. The remaining 18% of the budget covers transportation, maintenance, cleaning, instructional materials, utilities, supplies, and equipment. School Improvement Funds and Block Grants are used to fund various school improvement projects and programs that are consistent with site goals.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38305	\$36658
Mid-Range Teacher Salary	\$52521	\$53646
Highest Teacher Salary	\$74407	\$69160
Average Principal Salary (Elementary)	\$80424	\$85019
Average Principal Salary (Middle)	\$83239	\$85660
Average Principal Salary (High)	\$85174	\$91134
Superintendent Salary	\$99399	\$110844
Percent of Budget for Teacher Salaries	41.3 %	35.2 %
Percent of Budget for Administrative Salaries	5.5 %	6.4 %

Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	55	53	56	53	53	54	42	43	46
Mathematics	27	32	27	45	45	44	40	40	43
Science	51	49	45	49	46	54	35	38	46
History-Social Science	45	43	45	42	38	39	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	23	7	13	21
Pacific Islander				
White (not Hispanic)	62	32	50	49
Male	52	29	42	50
Female	60	24	49	38
Economically Disadvantaged	39	17	21	
English Learners	0	0	*	7
Students with Disabilities	12	0	*	
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	65.7	67.1	62.2	65.0	65.5	62.2	51.1	48.6	52.9
Mathematics	62.0	77.6	63.7	60.8	75.9	63.7	46.8	49.9	51.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	37.8	45.6	16.7	36.3	31.9	31.9
Male	41.8	43.6	14.5	38.2	29.1	32.7
Female	31.4	48.6	20.0	33.3	36.1	30.6
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	86.7	6.7	6.7	66.7	26.7	6.7
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	28.8	53.4	17.8	31.1	32.4	36.5
English Learners	92.9	7.1	0.0	71.4	28.6	0.0
Socioeconomically Disadvantaged	70.0	23.3	6.7	53.3	40.0	6.7
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state level, can be found at the [California Physical Fitness Test](#) Web site.

may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	0
7	0
9	35.7

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	7	8	8
Similar Schools	4	7	6

"N/A" means a number is not applicable or not available due to missing data.

******* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 0433201

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	24	5	19	794
Socioeconomically Disadvantaged	-11	35	-4	678
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.5	0.7	0.8	0.5	0.7	1.8	3.1	3.5	4.4
Graduation Rate	98.0	99.0	98.9	98.1	99.0	99.0	85.0	83.0	79.5

Completion of High School Graduation Requirements

ican Indian or Alaska Native	100%	100%	N/A
l	100%	100%	N/A
io	100%	100%	N/A
anic or Latino	100%	100%	N/A
ic Islander	N/A	N/A	N/A
(not Hispanic)	97%	97%	N/A
economically Disadvantaged	100%	100%	N/A
sh Learners	100%	100%	N/A
nts with Disabilities	100%	100%	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	40
Percent of the school's pupils completing a CTE program and earning a high school diploma	11%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	71.6
Graduates Who Completed All Courses Required for UC/CSU Admission	31.9

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	2	N/A
All courses	4	3.2

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

1-Buyback Day, 2-Flex Days, 2-Minimum Days