

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Raymond Granite High School

Address: 38828 Road 600 , Raymond CA 93653
Principal: Tom Allcock

Phone: (559) 689-3490
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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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

Raymond Granite High School is a Necessary Small School serving grades 9-12 in Eastern Madera County. It is a part of the Yosemite Unified School District and is located in the community of Raymond. The students have access to computers in the classroom and use them on a regular basis to complete their assignments. The computers are connected to the Internet. There is a main classroom, a wood shop, computer room and kitchen. Students do much of their work on an independent study basis; however they spend time at school working in the computer laboratory, learning to prepare meals in the kitchen and completing service learning projects in the wood shop. They also do landscaping work at the school and in the community.

Student Enrollment

Group	Enrollment
Number of students	7
African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	14.29 %
Pacific Islander	%
White (not Hispanic)	85.71 %
Multiple or No Response	%
Socioeconomically Disadvantaged	14 %
English Learners	%
Students with Disabilities	14 %

Teachers

Indicator	Teachers
Teachers with full credential	1
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The building is in good condition with no corrective action needed at this time.

Repairs Needed

None

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%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$40,371
District	\$6632
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	Not applicable – less than 10 students tested, therefore scores not released
Mathematics	N/A
Science	N/A
History-Social Science	N/A

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	441
Statewide Rank (from 2007 API Base Report)	N/A
2007-08 Program Improvement Status (PI Year)	Not PI

School Completion

Indicator	Result
Graduation Rate	0%

Postsecondary Preparation

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

2006-07 School Accountability Report Card Reported (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 California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Raymond Granite High	District Name	Yosemite Unified
Street	38828 Road 600	Phone Number	(559) 683-8801
City, State, Zip	Raymond , CA 93653	Web Site	www.yosemiteusd.com
Phone Number	(559) 689-3490	Superintendent	Willard McCabe
Principal	Tom Allcock	E-mail Address	bmccabe@yosemiteusd.com
E-mail Address	TAllcock@RKUSD.k12.ca.us	CDS Code	20-76414-2030070

School Description and Mission Statement

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

Raymond Granite High School is a Necessary Small School serving grades 9-12 in Eastern Madera County. It is a part of the Yosemite Unified School District and is located in the community of Raymond. The students have access to computers in the classroom and use them on a regular basis to complete their assignments. The computers are connected to the Internet. There is a main classroom, a wood shop, computer room and kitchen. Students do much of their work on an independent study basis; however they spend time at school working in the computer laboratory, learning to prepare meals in the kitchen and completing service learning projects in the wood shop. They also do landscaping work at the school and in the community.

District Vision Statement

Connecting all students with their past, present, and future, the Yosemite Unified School District will be a community of responsible young adults cooperatively learning creative problem solving skills to help them achieve their full potential as life-long learners, citizens, and workers.

THROUGH INVOLVEMENT IN THE ACADEMIC CURRICULUM AND SOCIAL PREPARATION IN THE YOSEMITE UNIFIED SCHOOL DISTRICT, STUDENTS WILL DEMONSTRATE THE ABILITY TO:

1. *Understand and value one's self, others, and our common heritage.*
2. *Communicate appropriately and effectively.*
3. *Be able to solve problems independently and as a group.*
4. *Be responsible decision-makers.*
5. *Define and value aesthetics.*
6. *Appreciate and value culture and environmental diversity and relationships.*
7. *Acquire, process, and utilize information using appropriate technology and other resources.*
8. *Be productive, active, ethical contributors to themselves, their families, communities, nations, and the world.*
9. *Develop a professional work ethic and sense of purpose.*
10. *Be life-long learners.*

Opportunities for Parental Involvement

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

Parents are welcome to be involved in any activities at RGHS. They are encouraged assist their student in any way possible to help them be successful. They are invited to attend the oral presentation of the Senior Project each student is required to complete as a graduation requirement. Because the students do so many projects for the community, there are many opportunities for the parents to assist.

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Grade 9	0
Grade 10	2
Grade 11	3
Grade 12	2
Ungraded Secondary	0
Total Enrollment	7

Student Enrollment by Group

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	Group	Percent of Total Enrollment
African American	%	White (not Hispanic)	85.71 %
American Indian or Alaska Native	%	Multiple or No Response	%

Asian	%	Socioeconomically Disadvantaged	14 %
Filipino	%	English Learners	%
Hispanic or Latino	14.29 %	Students with Disabilities	14 %
Pacific Islander	%		

II. School Climate

School Safety Plan

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

July 1, 2006, Yosemite Joint Union High School District and Coarsegold Union School District unified to become Yosemite Unified School District. The safety plans from both districts, and all of the schools in the districts, was revised for the unified district. A major effort was made during the early part of 2007 to revise and update the district's safety plan and crisis response plan. The district hosted a School Safety Summit in February for all of the school districts in the area and all of the emergency services agencies. Using information gathered from the summit, and from meetings with emergency services agencies, the plan was updated to conform to the National Incident Management System (NIMS) as required by law. In the past, the crisis response plan had conformed to the Standardized Emergency Management System (SEMS), which was replaced by NIMS. In addition to the district crisis response plan, each school has its own Safe School Plan based on staff and student surveys. These plans were completed during the spring of 2007.

Raymond Granite High School maintains a safe and positive learning environment. Students do a lot of one-on-one work with their teacher and they receive a lot of encouragement and positive reinforcement. The high teacher/student ratio and the size of the school make it possible for the students to develop a close relationship with their teacher and with each other which helps create a positive learning environment.

School Safety Plan

Key elements of the School Safety Plan include:

- A. Personal Characteristics of Students and Staff
 - 1. Goal: To make the school and district rules known to all students.
 - 2. Activities: Prepare hand-outs with major school and district rules outlined
- B. School's Physical Environment
 - 1. Goal: To make the building more secure for students and staff
 - 2. Activities: Evaluate the school building for security issues and make the necessary alterations.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	1	0	0.286	13.5	14.4	17.3
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0

III. School Facilities

School Facility Conditions and Improvements

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.

The district takes great efforts to assure that all schools are clean, safe and functional. To assist in this effort, the district used the facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed in September 2006. The results of this survey is available at the school office, the district office or on the Internet at www.yosemiteuhsd.com

Age of School Buildings:

Raymond Granite High School has a main classroom, a wood shop, computer room and kitchen. The portable facility was put on site in 1985.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

There are currently no emergency facility needs at the school.

Cleaning Process and Schedule:

The director of maintenance, operations and transportation is a member of the district management team and is in daily contact with the operations facilitator and the custodial supervisor to ensure an efficient cleaning process and schedule. The staff works together to ensure a clean and safe school.

Deferred Maintenance Budget:

The district participates in the State School Deferred Maintenance Program which provides state matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. For the 2006-07 school year, the unified district was allocated \$96,306 for the deferred maintenance program and matched with \$100,000. This represents less than one percent of the district's general fund budget. Deferred maintenance projects in the district include floor covering, heating and air conditioning, painting and paving.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			Some minor carpeting wrinkling and stains; some ceiling tile stains
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			Water is safe but does not taste good.
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

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
Everything in good repair	Exemplary			

IV. 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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	1	1	1	123
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	3

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	2005-06	2006-07	2007-08
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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	98.7	1.3
High-Poverty Schools in District		
Low-Poverty Schools in District	99.6	0.4

V. Support Staff

Academic Counselors and Other Support Staff

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	0.10	7
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials				Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	9		Basic English Composition	5	0
	9	AGS	Basic English Grammar	5	
	10-12	AGS	World Literature	5	
	10-12	AGS	American Literature	5	
	9-12	AGS	Novels – various titles	N/A	
Mathematics	9-12	AGS	Pre-Algebra	5	0
	9-12	AGS	Algebra	5	
Science	9	Glencoe	Physical Science with Earth Science	5	0
	10	Globe Fearon	Concepts and Challenges in Physical Science	5	
	11	Globe Fearon	Concepts and Challenges in Life Science	5	
	12	Globe Fearon	Concepts and Challenges in Earth Science	5	
History-Social Science	9-12	AGS	AGS World History	5	0
	9-12	AGS	AGS World Geography	5	
	9-12	Steck Vaughn	American's History – Land of Liberty	5	
	9-12	Globe Fearon	One Nation Many People, Vol. 1	5	
	9-12	Globe Fearon	One Nation Many People, Vol. 2	5	
	9-12	AMSC	Economics for Everybody	5	
9-12	Steck Vaughn	American Government – Freedom, Rights....	5		
Foreign Language			N/A		N/A

Health	9-12	AGS	Life Skills Health	5	0
Science Laboratory Equipment (grades 9-12)			N/A		N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$40,650	\$278	\$40,371	\$56,500
District	N/A	N/A	\$6632	\$56,227
Percent Difference – School Site and District	N/A	N/A	+508%	+ .4%
State	N/A	N/A	\$4943	
Percent Difference – School Site and State	N/A	N/A	34%	

Types of Services Funded

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

Students at Raymond Granite High School have access to services provided through the district, including substance abuse counseling, psychological services and school nurse services. The school works with Madera County Health Department to provide additional services.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 38,021	\$38,525
Mid-Range Teacher Salary	\$58,954	\$61,143
Highest Teacher Salary	68,151	\$78,754
Average Principal Salary (Elementary)	NA	NA
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	\$94,170	\$102,007
Superintendent Salary	\$127,052 Total 55% High School \$69,879 45% Elementary School \$57,173	\$134,261
Percent of Budget for Teacher Salaries	32.4%	36.7%
Percent of Budget for Administrative Salaries	5.6%	6.1%

VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site at <http://star.cde.ca.gov/>. **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.**

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	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	*	*	*	54	55	51	40	42	43
Mathematics	*	*	*	34	36	47	38	40	40
Science	*	*	*	24	49	42	27	35	38
History-Social Science	*	*	*	34	39	34	32	33	33

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				
Pacific Islander				
White (not Hispanic)	*		*	*
Male	*		*	*
Female	*	*	*	*
Economically Disadvantaged	*			*
English Learners				
Students with Disabilities	*			*
Students Receiving Migrant Education Services				

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child

Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	*	*	49	*	*	51.1	*	62.4	48.6
Mathematics	*	*	45.2	*	*	46.8	*	58.0	49.9

CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	100	0	0	100	0	0
Male	100	0	0	100	0	0
Female	100	0	0	100	0	0
African American						
American Indian or Alaska Native	*	*	*	*	*	*
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	100	0	0	100	0	0
English Learners						
Socioeconomically Disadvantaged						
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities						

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in 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 levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. **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.**

Grade Level	Percent of Students Meeting Fitness Standards
9	N/A

IX. 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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

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	2004	2005	2006
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	B	B	B	441
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

**B" means this is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system.

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	No	Yes

Federal Intervention Program

Schools and 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) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	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	

X. School Completion and Postsecondary Preparation

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.0	0.0	20.0	0.0	0.6	0.4	3.2	3.1	3.5
Graduation Rate	100.0	100.0	50.0	99.6	97.9	96.0	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007
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	School	District	State
All Students	0	95.4%	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	96.2%	N/A
Socioeconomically Disadvantaged	N/A	100%	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A
