

# School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

## Executive Summary School Accountability Report Card, 2008-09

### Raymond Granite High School

Address: 38828 Road 600 , Raymond CA 93653  
Principal: Randall Haggard, Ed.D

Phone: 559-683-4667  
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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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. The district board of trustees approved college prep classes for Raymond Granite in August, 2007.

### Student Enrollment

Group	Percent
African American	%
American Indian or Alaska Native	33.33 %
Asian	%
Filipino	%
Hispanic or Latino	%
Pacific Islander	%
White (not Hispanic)	66.67 %
Multiple or No Response	%
Socioeconomically Disadvantaged	75.00 %
English Learners	%
Students with Disabilities	25.00 %
<b>Total Number of Students</b>	<b>3</b>

### Teachers

Indicator	Teachers
Teachers with full credential	2
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	N/A – not enough test scores to report
Mathematics	N/A – not enough test scores to report
Science	N/A – not enough test scores to report
History-Social Science	N/A – not enough test scores to report

## Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	N/A
Statewide Rank (from 2008 Base API Report)	N/A
2009-10 Program Improvement Status (PI Year)	Not in PI

## School Facilities

### Summary of Most Recent Site Inspection

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated and are the result of minor wear and tear; have been mitigated

### Repairs Needed

Replace screens, repair carpet seams, stained ceiling tiles, minor skirting repair, replace missing light bulbs and fixtures. Leave ant bait in kitchen

### Corrective Actions Taken or Planned

All completed

## 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	\$24,996
District	\$5,965
State	\$5,512

## School Completion

Indicator	Result
Graduation Rate	100.0%

## 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	0%

## School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

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 on the California Department of Education (CDE) [SARC](#) Web page. 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 located on the CDE [DataQuest](#) Web page 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 2009-10)

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	559-683-4667	Superintendent	Steve Raupp
Principal	Randall Haggard, Ed.D	E-mail Address	sraupp@yosemiteusd.com
E-mail Address	rhaggard@yosemiteusd.com	CDS Code	20- 76414- 2030070

#### School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

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. The district board of trustees approved college prep classes for Raymond Granite in August, 2007.

#### 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.*

The mission statement for alternative high schools in the YUSD is:

"The mission of the Yosemite Unified School District Alternative Schools is to accept students as they are and guide them on individual pathways to academic success in gaining skills to achieve their full potentials."

### Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

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 (School Year 2008-09)

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	0
Grade 12	1
Ungraded Secondary	0
Total Enrollment	3

### Student Enrollment by Group (School Year 2008-09)

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	%
American Indian or Alaska Native	33.33 %
Asian	%
Filipino	%
Hispanic or Latino	%
Pacific Islander	%
White (not Hispanic)	66.67 %
Multiple or No Response	%
Socioeconomically Disadvantaged	75.00 %
English Learners	%
Students with Disabilities	25.00 %

### III. School Climate

#### School Safety Plan (School Year 2008-09)

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

Yosemite Unified School District works with area emergency services agencies to revise and test the emergency response plan. During the 2008-09 year, the district updated its crisis response plan with input from Ahwahnee High School students and staff. In addition to the district crisis response plan, each school has its own Comprehensive Safe School Plan based on staff and student surveys. These plans are updated annually.

Raymond Granite High School strives to maintain 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.

Activities: Prepare district-level handbook for all students so rules are clear.

B. School's Physical Environment

1. Goal: To make the building more secure for students and staff

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	28.6	0.0	166.7	17.3	15.6	9.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2009-10)

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 May 2008. The results of this survey is available at the school office, the district office or on the Internet at [www.yosemiteuhsd.com](http://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. Deferred maintenance projects in the district include floor covering, heating and air conditioning, painting and paving.

### School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			None required
<b>Interior:</b> Interior Surfaces	N/A	X			Minor repairs to screens, carpet
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	N/A		X		Ants in kitchen; bait left out. Carpet stains and tears; repaired.
<b>Electrical:</b> Electrical	N/A	X			Some light fixtures out and lens missing; replaced
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	N/A	X			None required
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A	X			None required
<b>Structural:</b> Structural Damage, Roofs	N/A	X			None required
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			Screens replaced
<b>Overall Rating</b>	Good				N/A

## 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 on the CDE [DataQuest](#) Web page.

Teachers	School	District
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	2006-07	2007-08	2008-09	2008-09
With Full Credential	1	2	2	122
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	1	0	2

## 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	2007-08	2008-09	2009-10
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 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	83.3	16.7
All Schools in District	93.4	6.6
High-Poverty Schools in District	66.7	33.3
Low-Poverty Schools in District	93.8	6.3

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

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	0.05	4
Library Media Teacher (Librarian)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A

Resource Specialist (non-teaching)	0	N/A
Other	0	

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0%
Mathematics	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0%
Science	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0%
History-Social Science	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0%
Foreign Language	NA	0%
Health	NA	0%
Visual and Performing Arts	NA	0%
Science Laboratory Equipment (grades 9-12)	NA.	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$25,455	\$459	\$24,996	\$55,799
District	N/A	N/A	\$5965	\$61,354
Percent Difference – School Site and District	N/A	N/A	+319%	-10%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	453%	-9%

## Types of Services Funded (Fiscal Year 2008-09)

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 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,084	\$38,941
Mid-Range Teacher Salary	\$57,817	\$59,686
Highest Teacher Salary	\$78,454	\$77,828
Average Principal Salary (Elementary)	\$95,260	\$94,258
Average Principal Salary (Middle)		\$98,271
Average Principal Salary (High)	\$109,378	\$104,869
Superintendent Salary	\$134,000	\$142,247
Percent of Budget for Teacher Salaries	39.10 %	38.20 %
Percent of Budget for Administrative Salaries	7.80 %	5.90 %

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or

modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten 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.

## Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	*	*	*	51	52	56	43	46	50
Mathematics	*	0	*	47	50	51	40	43	46
Science	*	*	*	42	53	58	38	46	50
History-Social Science	*	*	*	34	37	39	33	36	41

*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.*

## Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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				

*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 Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten 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 High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	*	*	*	62.4	61.5	59.0	48.6	52.9	NA
Mathematics	*	*	*	58.0	60.0	58.1	49.9	51.3	NA

*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 High School Exit Examination 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	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
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*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 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten 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.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	*	*	*

*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 on the CDE [Academic Performance Index \(API\)](#) Web page.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten 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 one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	NA	NA	NA
Similar Schools	NA	NA	NA

"N/A" means a number is not applicable because of insufficient number of tests

### Academic Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

"N/A" means a number is not applicable because of insufficient number of tests

## 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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No
API	Yes	Yes
Graduation Rate	No	Yes

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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 [General Admissions Information](#) Web page (Outside Source).

#### 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 [Undergraduate Admission & Requirements](#) Web page (Outside Source).

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are 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 CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	20.0	28.6	0	NA	3.2	2.1	3.5	4.4	3.9
Graduation Rate	9.6	91.1	100.0	96.0	91.1	88.5	83.4	80.6	80.2

### Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	100	89.3	N/A

African American		100	N/A
American Indian or Alaska Native		100	N/A
Asian		100	N/A
Filipino		100	N/A
Hispanic or Latino		100	N/A
Pacific Islander		NA	N/A
White (not Hispanic)		88.1	N/A
Socioeconomically Disadvantaged		93.5	N/A
English Learners		NA	N/A
Students with Disabilities		85.7	N/A

## Career Technical Education Programs (School Year 2008-09)

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.

While there are no career technical education programs, as such, offered at the school, students do a lot of work in the well-equipped wood shop, they work on landscape projects, and they cook in the school's kitchen.

## Career Technical Education Participation (School Year 2008-09)

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	0
Percent of the school's pupils completing a CTE program and earning a high school diploma	0
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

## 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 on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	61.3
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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.

2006-07 – 2  
 2007-08 – 2  
 2008-09 – 2

## XIII. National Assessment of Educational Progress

### **National Assessment of Educational Progress**

Not applicable to Raymond Granite High School – for grades 4 and 8 only.