

School Accountability Report Card

Issued Spring 2010 for Academic Year 2008–09

What Is a School Accountability Report Card?

Since November 1988, state law has required all public schools to prepare and distribute annually a School Accountability Report Card (SARC).

The purpose of the report card is to provide parents and the community with important information about the performance and condition of each California public school. The SARC can also be an effective way for a school to report the progress it has made toward achieving its goals. In addition, the public may use the SARC to evaluate and compare schools throughout the state on a variety of indicators.

More information about the requirements for the SARC is available on the state's SARC website:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

studata.sandi.net/research/sarcs/

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Scripps Ranch High School

10410 Treena St, San Diego, CA 92131-1126

Phone: (858) 621-9020

E-mail: srhssec@sandi.net

Web: www.srhfsfalcons.org

Kurt Madden, Principal

School Description and Mission Statement

Scripps Ranch High School (SRHS) is located in Scripps Ranch, a northern suburb of San Diego. The 32-acre campus is situated just east of Interstate 15 and north of the Miramar Marine Corps Air Station. Two middle-level schools (Wangenheim and Marshall) and five elementary schools (Dingeman, Ellen Browning Scripps, Hage, Jerabek, and Miramar Ranch) feed into SRHS.

SRHS has been recognized as a California State Distinguished School, a National Blue Ribbon School, and received a silver medal in *U.S. News & World Report's* 2007 America's Best Schools rankings. Faculty and administration provide a challenging learning environment and consistently utilize current research and student data to improve programs and work toward student achievement.

The Mira Mesa/Scripps Ranch area is a close-knit, involved community that places great value on strong academic standards. This socially and economically diverse community has homes ranging from single-family estates to established tract housing. Approximately 500 students from 40 feeder elementary schools attend SRHS through the district's Voluntary Enrollment Exchange Program, Program Improvement School Choice Program, and Open Enrollment Program, adding diversity to an already integrated school population.

As a comprehensive educational institution, SRHS prepares students for their future, including college, military commitments, and/or careers. SRHS provides an environment that supports quality instructional programs driven by continuous improvement and innovation. These programs are measured by student progress and performance, in a creative environment responsive to changing technologies. Parents, students, staff, and community are mutually responsible and accountable for success.

Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students. Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

At Scripps Ranch High School we are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

Parent and community involvement includes the Governance and School Site Council Committees and the SRHS Foundation. Representatives are actively involved in program booster clubs and program advisory committees.

If you want to get involved, please contact Shana Smith at (858) 566-8284.



Data and Access

Most of the data in this SARC are from the 2008–09 school year or the two preceding years (2006–07 and 2007–08). Graduation, dropout, and fiscal data are from 2007–08. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/documents/definitions09.pdf.

DataQuest

DataQuest is an on-line data tool (<http://dq.cde.ca.gov/dataquest/>) that contains additional information about this school and comparisons of the school to the district, the county, and the state. *DataQuest* is a dynamic system that provides reports for accountability, test results, 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.

About This School

Student Enrollment by Grade Level

Grade Level	Enrollment on October 1, 2008
9	721
10	600
11	524
12	481
TOTAL	2,326

Student Enrollment by Group (2008–09)

Student Subgroup	Number of Students	Percentage of Enrollment
African American	153	6.6
Asian	230	9.9
Filipino	182	7.8
Hispanic	423	18.2
Indochinese	213	9.2
Native American	9	0.4
Pacific Islander	10	0.4
White (Not Hispanic)	1,106	47.5
Socioeconomically Disadvantaged	423	18.2
English Learners	145	6.2
Students with Disabilities	166	7.1

Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

Subject	2006–07				2007–08				2008–09			
	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	26	29	27	39	24	37	24	36	24	50	16	32
Mathematics	29	13	28	34	30	12	19	40	30	10	24	34
Science	30	8	22	36	27	14	25	32	29	7	33	29
History–Social Studies	33	6	14	37	32	7	13	40	34	3	7	45

School Climate

School Safety Plan (2008–09)

Last Review/Update: January/February 2007

Last Discussed with Staff: August/September 2006

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

A full-time police officer and two campus security assistants keep the school grounds safe. Traffic before and after school is closely monitored.

All visitors during the school day must check in the main office and obtain a visitor’s badge to identify them while on campus. Visitors wishing to see a teacher should notify that teacher at least 24 hours prior to the meeting. Teachers must make arrangements to escort visitors while on campus. Visitors without appointments will be asked to make other arrangements.

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school’s enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school’s enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

Type of Action		2006–07		2007–08		2008–09	
		School	District	School	District	School	District
Suspensions	Number	269	14,740	206	12,848	207	12,832
	Rate per 100 students	11.48	13.47	9.05	10.33	8.90	10.30
Expulsions	Number	7	398	5	380	6	278
	Rate per 100 students	0.30	0.48	0.22	0.38	0.26	0.26

School Facilities

School Facility Conditions and Improvements (2009–10)

The school facility is 15 years old and in good shape. It is near capacity and has received electrical and technological upgrades to support teaching and learning. School grounds, buildings, and restrooms are clean and in good repair. Restrooms and dining areas are cleaned daily. All restroom facilities are functional. Repairs are made in a timely manner when noted. All heating and ventilation systems are in good working order. The school uses the district work order system to initiate and follow up on repairs.

Our school has received upgrades thanks to Proposition MM, including the addition of two classroom buildings, repair and replacement of outdated electrical systems, upgraded fire security and fire alarms, repair of asphalt, code compliance to meet federal and state safety regulations, and improved access for the physically disabled.

School Facility Good-Repair Status (2009–10)

This table displays the results of the most recently completed school-site inspection to determine the facility’s good-repair status. The data are not comparable with some previous years’ summaries, which cited only “emergency needs.”

Inspection Date: September 28, 2009

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, Mechanical, Sewer		✓			
Interior: Interior surfaces		✓			
Cleanliness: Overall, pest/vermin		✓			
Electrical: Interior/Exterior			✓		Lights out and fixture
Restrooms / fountains:		✓			
Safety: Fire Safety / Has. Mat.		✓			
Structural: Damage, roofs,		✓			
External: Playground, gates, fences		✓			

* Repair Status: Exemplary, Good, Fair, Poor

	Exemplary	Good	Fair	Poor
Overall Rating		✓		

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2006–07	2007–08	2008–09	2008–09
Full credential and teaching in subject area	94	92	105	7,413
Full credential but teaching outside subject area	0	1	3	243
Without full credential	3	1	0	100
Total	97	94	108	7,756

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 (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2009–10, the most current data are reported.

Indicator	2007–08		2008–09		2009–010	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Misassignments of Teachers of English	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	1	0	0	0	0	N/A

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2008–09)

The No Child Left Behind (NCLB) Act required all teachers of core academic subjects to be “highly qualified” no later than the end of the 2007–08 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with NCLB at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are those with a student participation rate of 75 percent or greater in the free and reduced-price lunch program. Low-poverty schools are those with rates of 25 percent or less in the program.) More information on teacher qualifications required under NCLB can be found at the CDE website at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percentage 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	99.4	0.6
High-Poverty Schools in District	99.5	0.5
Low-Poverty Schools in District	99.7	0.3

Support Staff

Academic Counselors and Other Support Staff (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.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	387.67
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	1.0	
Social Worker	0.0	
Nurse	1.0	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (Non-Teaching)	0.0	
Special Education Administrator	1.0	
District, Life Skills & Voc Rehab Counselors	2.4	
Employer Outreach Specialist	0.8	

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2009–10)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social studies, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	0
Health	0
History–Social Studies	0
Mathematics	0
Science	0
Science Laboratory Equipment (grades 9–12)	0
Visual and Performing Arts	0
World Language	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2009–10)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials.

Instructional Planning and Scheduling

Professional Development

Through the district’s educational strategies, the Instructional Support Services Division collaborates with other departments to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history–social studies, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Sessions focus on differentiating instruction to meet the needs of all learners and often target the needs of our English language learners, Special Education students, and other struggling learners. Each year, principals identify a focus for schoolwide professional development, as well as determine areas of individual need. Throughout the year, principals conduct large- and small-group staff conferences and coach teachers at the school site to improve instructional practice. Teachers in the district participated in a total of three mandatory staff development days in each of the last four school years. These days focused primarily on school-based professional learning in relation to the school’s needs.

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 and teacher salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and 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	\$5,460	\$1,132	\$4,328	\$66,761
District			\$4,629	\$63,424
Difference: School Site and District (%)			-6.5	5.3
State			\$5,512	\$67,049
Difference: School Site and State (%)			-21.5	-0.4

Types of Services Funded (2008–09)

The district’s general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2007–08)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage 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 website at www.cde.ca.gov/ds/fd/cs/.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$39,412	\$42,065
Mid-Range Teacher Salary	\$59,886	\$67,109
Highest Teacher Salary	\$80,592	\$86,293
Average Principal Salary (Elementary School Level)	\$109,261	\$107,115
Average Principal Salary (Middle School Level)	\$111,356	\$112,279
Average Principal Salary (High School Level)	\$118,395	\$122,532
Superintendent Salary	\$269,000	\$216,536
Percentage of Budget for Teachers' Salaries	38.1	39.4
Percentage of Budget for Administrative Salaries	5.1	5.5

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST), 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's content standards. The CSTs include English–language arts (ELA) and mathematics in grades 2–11; science in grades 5, 8, and 9–11; and history-social studies in grades 8 and 9–11.

The CMA 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. The CMA includes ELA for grades 3–8 and science for grades 5 and 8.

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 CAPA includes ELA and mathematics in grades 2–11 and science in grades 5, 8, and 10.

Detailed information regarding the STAR Program results for each grade and performance level, including the percentage of students not tested, may be found on the CDE's STAR results website: star.cde.ca.gov. General information about the STAR Program may be found in the "Explaining 2008 STAR Program Summary Results to the Public" guide: www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Program Results

STAR scores are ranked according to five "performance levels": Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area.

The following tables show the percentage of students in each grade who achieved the Proficient or Advanced levels (meeting or exceeding state standards) at the school, district, and state levels for the last three years. Statewide data are rounded to the nearest percentage point.

STAR – English–Language Arts

Grade Level	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
9	69.6	76.1	79.0	45.6	50.1	52.3	47	49	50
10	64.5	67.9	73.4	36.3	40.5	44.2	37	41	44
11	60.4	63.7	66.9	40.0	37.7	41.7	37	37	40

STAR – Mathematics

Grade Level	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
9	37.5	45.6	55.9	16.3	18.7	22.7	25	26	29
10	38.9	36.9	43.4	11.5	13.0	15.6	19	19	22
11	32.8	37.7	39.6	12.4	12.5	14.5	17	17	20

STAR – Grade-Level Science

Grade Level	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
10	32.3	35.5	42.9	17.6	31.1	38.8	35	40	44

STAR – End-of-Course Science

Grade Level	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
9	35.6	43.4	49.3	17.0	27.7	28.3	32	37	40
10	41.4	43.9	48.4	15.6	28.1	31.3	30	35	35
11	66.1	63.2	73.3	34.6	37.0	30.2	30	32	34

STAR – History–Social Science

Grade Level	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
9	77.0	83.3	82.3	28.4	57.0	58.6	29	36	41
10	64.6	47.9	52.6	25.9	28.1	34.6	29	33	38
11	59.4	63.9	69.9	34.6	34.2	42.2	34	36	43

The following tables show the percentage of students in various state-defined subgroups who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2008–09).

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular subgroup is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students’ privacy. Such cases are indicated by an asterisk (*). Data on students receiving migrant education services are not available.

2008–09 STAR Subgroups – English–Language Arts

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	72.4	85.9	14.3	83.6	56.4	85.4	27.0	82.2
10	72.4	74.4	22.0	77.3	41.1	81.1	32.6	76.7
11	61.4	72.7	26.9	69.0	45.9	71.0	14.8	69.8

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Subgroups – Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	53.2	58.7	12.2	58.9	36.2	61.3	13.5	58.5
10	44.3	42.5	25.0	44.8	24.5	47.9	21.1	45.0
11	39.6	39.7	31.8	40.0	28.2	41.7	12.5	41.0

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Subgroups – Grade-Level Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
10	49.5	36.5	7.7	45.5	27.5	46.5	11.1	45.0

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Subgroups – End-of-Course Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	49.2	49.3	7.9	52.0	29.3	54.7	12.1	51.3
10	56.3	40.8	15.4	50.9	23.4	54.2	5.7	51.2
11	71.4	75.3	45.5	74.6	58.2	76.2	39.1	75.0

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Subgroups – History–Social Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	86.7	78.9	*	84.6	57.8	86.7	*	82.5
10	62.7	41.4	17.9	56.0	26.9	60.9	39.4	54.2
11	71.1	68.7	36.0	71.6	48.2	74.0	32.0	71.8

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Racial/Ethnic Groups – English–Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	54.3	89.8	87.2	57.3	74.2	*	*	89.3
10	32.4	84.3	82.4	42.2	78.3	*	*	85.7
11	46.9	81.0	75.0	41.9	63.3	*	*	74.8

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	23.5	76.3	66.7	34.4	61.2	*	*	62.7
10	16.7	68.6	42.0	23.0	56.7	*	*	47.1
11	23.3	59.6	35.4	26.3	61.7	*	*	38.3

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Racial/Ethnic Groups – Grade-Level Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
10	16.7	54.0	43.1	19.8	45.0	*	*	51.6

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Racial/Ethnic Groups – End-of-Course Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	19.4	67.8	59.0	26.4	50.8	*	*	57.3
10	17.1	62.7	45.1	15.8	61.7	*	*	59.0
11	51.7	90.6	76.6	49.4	73.5	*	*	79.9

* = 10 or fewer students tested; — = no data available for this field.

2008–09 STAR Racial/Ethnic Groups – History–Social Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	*	—	90.5	59.0	—	*	*	87.0
10	19.4	70.6	65.5	27.8	56.3	—	—	67.1
11	50.0	82.8	66.7	54.2	64.0	*	*	77.1

* = 10 or fewer students tested; — = no data available for this field.

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 English–language arts 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 website at cahsee.cde.ca.gov/.

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular subgroup is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students’ privacy. Such cases are indicated by an asterisk (*). Data on students receiving migrant education services are not available.

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

This table displays the percentage of students achieving at the Proficient or Advanced level in English–language arts 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	73.5	78.1	77.5	47.0	52.2	51.0	48.6	52.9	52.0
Mathematics	76.1	77.3	82.7	49.9	49.2	55.5	49.9	51.3	53.3

* = 10 or fewer students tested; — = no data available for this field.

2008–09 CAHSEE Results by Student Group

This table displays the percentage of students, by subgroup, that achieved each performance level in ELA and mathematics for the most recent (2008–09) CAHSEE testing period.

Group	English–Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	22.5	28.3	49.2	17.3	34.0	48.7
African American	55.6	27.8	16.7	54.3	34.3	11.4
American Indian	*	*	*	*	*	*
Asian	15.4	27.9	56.7	5.7	27.4	67.0
Filipino	24.0	28.0	48.0	6.0	48.0	46.0
Hispanic	47.9	24.5	27.7	41.5	36.2	22.3
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	11.9	29.9	58.3	11.2	33.2	55.6
Male	26.9	28.0	45.1	15.1	30.9	54.0
Female	17.9	28.7	53.4	19.6	37.1	43.2
Economically Disadvantaged	58.7	26.1	15.2	45.5	40.9	13.6
English Learners	64.2	25.4	10.4	43.3	35.8	20.9
Students with Disabilities	48.1	24.5	27.4	36.5	33.7	29.8

* = 10 or fewer students tested; — = no data available for this field.

California Physical Fitness Test Results (2008–09)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage 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 at the CDE website at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.6	30.4	49.6

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (basic, proficient, and advanced). The participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress website at nces.ed.gov/nationsreportcard/.

Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects statewide test results and is not reflective of either the district or this school. Comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades 4, 8 and 12. (The NAEP assesses grades 9, 13, and 17 for long-term trends.) In addition, the NAEP only provides statewide test results for grades 4 and 8. The California Standards Tests (CST) are based on a different set of standards from those of the NAEP. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English–language arts as a whole, encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE's NAEP website at www.cde.ca.gov/ta/tg/nr/.

National Assessment of Educational Progress Reading and Mathematics Results by Grade—All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades 4 and 8.

Subject and Grade Level	Average Scale Score			Statewide Percentage at Achievement Level		
	District	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	210	209	220	30	18	5
Reading 2007, Grade 8	250	251	261	41	20	2
Mathematics 2009, Grade 4	236	232	239	41	25	5
Mathematics 2009, Grade 8	280	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level—All Students

This table displays the district, state, and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades 4 and 8.

Subject and Grade Level	Students with Disabilities Participation Rate (%)			English Language Learners Participation Rate (%)		
	District	State	National	District	State	National
Reading 2007, Grade 4	77	74	65	94	93	80
Reading 2007, Grade 8	72	78	66	93	92	77
Mathematics 2009, Grade 4	77	79	84	96	96	94
Mathematics 2009, Grade 8	61	85	78	93	96	92

Accountability

Academic Performance Index

The Academic Performance Index (API) is a 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 website at www.cde.ca.gov/ta/ac/ap/.

API Ranks—Three-Year Comparison

This table displays the school's statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state, while a statewide rank of 1 means that the school has an API score in the lowest 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2006–07	2007–08	2008–09
Statewide	9	9	9
Similar Schools	3	2	4

API Changes by Student Group—Three-Year Comparison

This table displays, by student group, the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth).

Note: A dash (—) means that the student group is not numerically significant for the years shown, “B” means the school did not have a valid 2008 API Base and will not have any growth or target information, and “C” means the school had significant demographic changes and will not have any growth or target information. Gray areas indicate measures for which no data were collected.

Group	Actual API Change			API Score
	2006–07	2007–08	2008–09	2008–09
All Students at the School	10	35	20	841
African American	25	80	—	—
American Indian or Alaska Native	—	—	—	—
Asian	6	34	6	884
Filipino	31	38	24	870
Hispanic	6	40	18	727
Indochinese	—	—	—	—
Pacific Islander	—	—	—	—
White	1	29	28	877
Socioeconomically Disadvantaged	2	71	15	738
English Learners				—
Students with Disabilities				653

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 website www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (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	Yes	No
Participation Rate—English—Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English—Language Arts	Yes	No
Percentage Proficient—Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (2009–10)

Schools that receive Title I funding must enter federal 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 website at www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009–10
Year in Program Improvement		1
Number of Schools Currently in Program Improvement		
Percentage of Schools Currently in Program Improvement		
		82
		39.6

School Completion and Postsecondary Preparation (Secondary Schools)

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 website at www.universityofcalifornia.edu/admissions/general.html.

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 website at www.calstate.edu/admission/.

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 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 *DataQuest* website at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08
Dropout Rate (one-year)	1.6	1.3	0.6	3.3	4.5	2.3	3.5	4.4	3.9
Graduation Rate	98.4	98.4	99.2	83.2	78.8	84.3	83.0	79.5	80.2

Completion of High School Graduation Requirements

Since the graduating class of 2007, students in California public schools have been required to pass both the English–language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. This table displays, by student group, the percentage of students who began the 2008–09 school year in grade 12 that 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 website at www.cde.ca.gov/ta/tg/hs/.

Note: An asterisk (*) means that the student group is not numerically significant. A dash (—) means that data are not available for this measure. Percentages may be greater than 100 due to changes in enrollment between the beginning of school and graduation.

Group	Graduating Class of 2009		
	School	District	State
All Students	98.6	91.0	—
African American	97.6	86.1	—
American Indian or Alaska Native	*	92.2	—
Asian	94.7	95.6	—
Filipino	100.0	97.0	—
Hispanic or Latino	96.3	86.9	—
Indochinese	100.0	96.2	—
Pacific Islander	*	80.0	—
White	100.0	96.0	—
Socioeconomically Disadvantaged	96.9	88.2	—
English Learners	71.4	64.5	—
Students with Disabilities	96.6	70.2	—

Career Technical Education Programs (2008–09)

Career Technical Education (CTE) in the San Diego Unified School District is a program of study involving a sequence of courses that integrates core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. Students complete a *career pathway*, which includes foundation, intermediate, and capstone (Regional Occupational Program or ROP) courses in a single, defined field of study. The career pathways are organized around 15 different *industry sectors*, which have been identified as the growth industry sectors for the local economy. Students are encouraged to complete an internship in their chosen industry sector prior to completing their senior year. CTE programs of study often fulfill the “a–g” admission requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Scripps Ranch High School offers CTE courses in the following industry sectors:

- Energy and Utilities
- Finance and Business
- Hospitality, Tourism, and Recreation
- Transportation

Career Technical Education Participation (2008–09)

Data reported in the following table are intended to measure the performance of the school’s career technical education (CTE) programs.

“Number of pupils” is the total number of students in all grades at the school who took at least one CTE course during the most recently completed school year.

“Pupils earning a high school diploma who also completed a CTE program” is the number of students who earned a high school diploma during the most recently completed school year *and* who completed a CTE program at some time during their high school career, divided by the total number of students who earned a high school diploma during the most recently completed school year.

“CTE courses sequenced between the school and postsecondary institutions” is the number of CTE courses the school offers that are linked (through formal articulation agreements) to courses or programs offered by colleges, universities, or other institutions of postsecondary education, divided by the total number of all CTE courses offered by the school. Such articulation provides high school students the opportunity to transfer smoothly into postsecondary education and training programs without experiencing delay or duplication of learning.

Measure	CTE Program Participation
Number of pupils	679
Pupils earning a high school diploma who also completed a CTE program (%)	12
CTE courses sequenced between the school and postsecondary institutions (%)	36

Courses for University of California and/or California State University Admission (2008–09)

This table displays, for the most recent year for which data are available, two measures related to the school’s courses that are required for UC and/or CSU admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE website at dg.cde.ca.gov/dataquest/.

Measure	Courses Required for UC/CSU Admission
Number of Students Enrolled in Courses	80
Graduates Who Completed All Courses (%)	52

Advanced Placement Courses (2008–09)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered, by subject, and the percentage of the school’s students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE website at dg.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percentage of Students in AP Courses
Computer Science	2	
English	2	
Visual and Performing Arts	4	
World Language	2	
Mathematics	2	
Science	5	
History–Social Studies	5	
Total	20	

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
Senior High School				
ELA	9	English 1,2	<i>Literature for California</i> , Grade 9, McDougal Littell	2008–09
ELA	10	English 3,4	<i>Literature for California</i> , Grade 10, McDougal Littell	2008–09
ELA	10	English 3,4 Advanced	<i>Prentice Hall Literature: World Masterpieces</i> , Pearson Prentice Hall	2008–09
ELA	11	American Literature 1,2	<i>The Language of Literature, American Literature</i> , McDougal Littell	2003–04
ELA	11	American Literature 1,2 Honors	<i>The Language of Literature, American Literature</i> , McDougal Littell	2003–04
ELA	11–12	Contemporary Voices in Literature 1,2	<i>Contemporary Reader</i> , Prentice Hall or <i>Legacies</i> , Thomson Learning	2003–04
ELA	11–12	World Literature 1,2	<i>The Language of Literature, World Literature</i> , McDougal Littell	2003–04
ELA	11	English Language & Composition AP 1,2	<i>Readings for Writers</i> , Thomson and <i>Norton Reader</i> , Norton	2004–05
ELA	12	English Literature 1,2	<i>Timeless Voices, Timeless Themes—The British Tradition</i> , Prentice Hall	2004–05
ELA	11–12	English Literature & Composition AP 1,2	<i>Reading Fiction, Poetry, and Drama</i> , Glencoe/McGraw-Hill	2009–10
ELA	11–12	Writers Workshop 1,2	<i>Steps to Writing Well</i> , Thomson or <i>Writers Inc.</i> , Great Source	2003–04
ELD	9–12	ESL Newcomers 9th–12th	<i>Word by Word Basic Picture Dictionary</i> , Longman	2002–03
ELD	9–12	ESL 1-2	<i>Champion—Red Level</i> , Ballard & Tighe <i>Keys to Learning</i> , Pearson Longman	2008–09 2008–09
ELD	9–12	ESL 1-2		2008–09
ELD	9–12	ESL 3-4	<i>Champion—Blue Level</i> , Ballard & Tighe	2008–09
ELD	9–12	ESL 3-4	<i>Quest: Introduction</i> , McGraw-Hill ESL/ELT	2008–09
ELD	9–12	ESL 5-6	<i>Quest 1</i> , McGraw-Hill ESL/ELT	2008–09
H-SS	10	Modern World History & Geography 1,2	<i>Modern World History: Patterns of Interaction, California Edition</i> , McDougal Littell	2008–09
H-SS	10	World History 1,2 Advanced	<i>World History: Modern Times, California Edition</i> , Glencoe	2005–06
H-SS	10	World History 1-2 AP	<i>The Earth and Its Peoples</i> , McDougal Littell	2008–09
H-SS	10-12	European History 1,2 AP	<i>Western Civilization</i> , Thomson	2004–05
H-SS	10-12	Psychology 1,2 AP	<i>Introduction to Psychology: Gateways to Mind & Behavior</i> , Thomson or <i>Psychology</i> , Bedford, Freeman & Worth	2003–04
H-SS	11	U.S. History & Geography 1,2	<i>The Americans: Reconstruction to the 21st Century, California Edition</i> , McDougal Littell	2008–09
H-SS	11	U.S. History & Geography 1,2 Honors	<i>A People and a Nation</i> , McDougal Littell	2008–09
H-SS	11	U.S. History 1,2 AP	<i>American History: A Survey</i> , Glencoe/McGraw-Hill	2008–09
H-SS	12	Principles of Economics 1	<i>Economics: Principles In Action</i> , Prentice Hall	2003–04
H-SS	12	Government 1	<i>United States Government: Democracy in Action</i> , Glencoe	2003–04
H-SS	12	American Government in World Affairs	<i>World Politics in the 21st Century</i> , Prentice Hall	2004–05
H-SS	12	Government & Politics: United States AP	<i>Government in America</i> , Prentice Hall	2003–04
H-SS	12	Micro Economics 1 AP	<i>Economics</i> , Glencoe/McGraw-Hill	2004–05
H-SS	12	Macro Economics 2 AP	<i>Economics</i> , Glencoe/McGraw-Hill	2004–05
Math	9	Algebra Exploration 9th 1-2	<i>Algebra Connections</i> , CPM	2007–08
Math	9–12	Algebra 1-2	<i>Prentice Hall Mathematics: Algebra, California Edition</i> , Prentice Hall	2009–10
Math	9–10	Geometry 1-2 Advanced	<i>Geometry</i> , McDougal Littell	2004–05
Math	9–12	Geometry 1-2	<i>Prentice Hall Mathematics: Geometry, California Edition</i> , Prentice Hall	2009–10
Math	10–12	Unifying Algebra & Geometry 1-2	<i>MathMatters Book 3</i> , Glencoe	2002–03
Math	10–12	Intermediate Algebra 1-2	<i>Algebra 2</i> , Holt	2005–06
Math	10	Intermediate Algebra 1-2 Advanced	<i>Algebra 2, California Edition</i> , Glencoe	2005–06
Math	11–12	Precalculus 1-2 Honors	<i>Precalculus: Graphical, Numerical, Algebraic</i> , Prentice Hall	2004–05
Math	11–12	Precalculus 1-2	<i>Precalculus</i> , Prentice Hall	2004–05

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
Math	11–12	Statistics and Data Analysis 1-2	<i>Workshop Statistics: Discovery with Data and the Graphing Calculator</i> , Key Curriculum Press	2003–04
Math	11–12	Statistics 1-2 AP	<i>The Practice of Statistics</i> , Bedford, Freeman and Worth	2003–04
Math	11–12	Topics in Discrete Mathematics 1,2	<i>Finite Mathematics and Calculus with Applications</i> , Prentice Hall	2003–04
Math	12	Calculus AB 1,2 AP	<i>Calculus: Graphical, Numerical, Algebraic</i> , Pearson Prentice Hall	2004–05
Science	9–12	Earth Science 1,2	<i>Holt Earth Science</i> , Holt Rinehart Winston	2007–08
Science	9–12	Physics 1,2	<i>Conceptual Physics</i> , Pearson Prentice Hall	2007–08
Science	9–12	Physics 1,2 Advanced	<i>CA Physics: Principles and Problems</i> , Glencoe/McGraw-Hill	2007–08
Science	11–12	Physics B 1,2 AP	<i>Physics</i> , Prentice Hall	2005–06
Science	11–12	Physics C 1,2 AP	<i>Physics for Scientists and Engineers</i> , Cengage	2008–09
Science	9–12	Chemistry 1,2	<i>Chemistry, California Edition</i> , Prentice Hall	2009–10
Science	9–12	Chemistry 1,2 Honors	<i>Principles of General Chemistry</i> , Glencoe McGraw-Hill	2009–10
Science	11–12	Chemistry 1,2 AP	<i>Chemistry: The Central Science</i> , Prentice Hall	2009–10
Science	9–12	Biology 1,2	<i>BSCS Biology: A Human Approach, 2nd ed.</i> , Kendall Hunt	2004–05
Science	9–12	Biology 1,2 Advanced	<i>Biology: Concepts and Connections</i> , Pearson Prentice Hall	2005–06
Science	11–12	Biology 1,2 AP	<i>Biology</i> , Pearson Prentice Hall	2006–06
Science	11–12	Marine Science ,2	<i>Oceanography: An Invitation to Marine Science</i> , Thomson	2007–08
Science	11–12	Physiology 1,2	<i>Principles of Anatomy and Physiology</i> , Wiley	2005–05
Science	11–12	Environmental Science 1,2 AP	<i>Environmental Science: Earth as a Living Planet</i> , Wiley	2005–06

Note: ELA = English language arts; ELD = English language development; H-SS = History–Social Studies.