

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

2006-07 Executive Summary School Accountability Report Card

Wasco High School

Address: 1900 Seventh St. , Wasco CA 93280-0250 Phone: (661) 758-7400
 Principal: Joseph Elwood Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Built in 1915, Wasco High School, home of the Tigers, is the single comprehensive high school in the Wasco Union High School District which also includes one continuation high school. The ethnically diverse student population is supported by the faculty, staff and community as they work together to provide a rigorous academic program and a safe learning environment for approximately 1500 students. Wasco High School is located on a 40-acre site at the corners of Seventh Street and Palm in the city of Wasco. In addition, the school has a 110-acre agricultural education site three miles west of town. Approximately ten years ago, the main campus academic buildings were remodeled. In 2001 three new buildings were added which include ten classrooms and four labs.

Mission Statement: The mission of Wasco High School is to provide a student-centered education of the highest quality, using the unique vision and resources of home, school, and community to ensure a stable and vibrant learning environment which is rigorous in academic standards, rich in diversity, sensitive to individuals and committed to developing confident, competent, creative learners who exhibit the skills, attitudes, and values essential for successful participation in a democratic society.

Student Enrollment

Group	Enrollment
Number of students	1586
African American	3.09 %
American Indian or Alaska Native	0.06 %
Asian	0.69 %
Filipino	%
Hispanic or Latino	86.44 %
Pacific Islander	0.06 %
White (not Hispanic)	9.08 %
Multiple or No Response	0.57 %
Socioeconomically Disadvantaged	83 %
English Learners	31 %
Students with Disabilities	7 %

Teachers

Indicator	Teachers
Teachers with full credential	61
Teachers without full credential	5
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Wasco High School's rating on the most recent William's Inspection on September 5, 2007 was Exemplary. Repairs that were noted during the inspection and resulting corrections are listed below.

Repairs Needed

Gym - Minor Paint Peeling at ceiling
 FF Restroom – Ceiling Tiles Falling
 Sci Bldg RR- Holes in Tile at Cleanouts
 Stage – Hole in wall
 Kitchen – small hole behind DW
 Room SC5 – Water faucet drip
 Room SC6 – Clutter

Corrective Actions Taken or Planned

Gym - Minor Paint Peeling at ceiling – repaired
 FF Restroom – Ceiling Tiles Falling Down – repaired
 Sci Bldg RR- Holes in Tile at Cleanouts – repaired
 Stage – Hole in wall – repaired
 Kitchen – small hole behind DW – repaired
 Room SC5 – Water faucet drip – repaired
 Room SC6 – Clutter removed

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 5,438
District	\$5,961
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	23%
Math	7%
Science	20 %
History-Social Science	16%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	610
Statewide Rank (from 2007 API Base Report)	2
2007-08 Program Improvement Status (PI Year)	In PI

School Completion

Indicator	Result
Graduation Rate	92.9

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	53%
Graduates Who Completed All Courses Required for University of California or California State University Admission	19%

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Wasco High	District Name	Wasco Union High
Street	1900 Seventh St.	Phone Number	(661) 758-8447
City, State, Zip	Wasco , CA 93280-0250	Web Site	www.wasco.k12.ca.us
Phone Number	(661) 758-7400	Superintendent	Elizabeth McCray
Principal	Joseph Elwood	E-mail Address	
E-mail Address		CDS Code	15-63859-1536440

School Description and Mission Statement

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

The mission of Wasco High School is to provide a student-centered education of the highest quality, using the unique vision and resources of home, school, and community to ensure a stable and vibrant learning environment which is rigorous in academic standards, rich in diversity, sensitive to individuals and committed to developing confident, competent, creative learners who exhibit the skills, attitudes, and values essential for successful participation in a democratic society.

Wasco Union High School (WUHS), home of the Tigers, was established in 1915. The school is located in the city of Wasco, which is situated in the fertile agriculture section of the southern San Joaquin Valley thirty miles northwest of Bakersfield. Grounded in the agriculture industry, the city of Wasco's population of approximately 23,240 is 66.7% Hispanic, 21.6% White, and 10.3% African American. WUHS is the single comprehensive high school in the Wasco Union High School District and currently has an enrollment of 1,636 students. The majority of incoming freshman are received from three separate public elementary school districts and two private schools. The school, as well as the community, has experienced steady growth.

WUHS utilizes a six-period day format with a 220-unit requirement for graduation that includes required classes, as well as electives, that are mandated by the school board. The school program includes an Advanced Placement program as well as safety-net classes of sheltered instruction, academic assistance classes, special day classes, resource classes and remediation classes. The school's mission statement follows and indicates the philosophy of WUHS staff.

Opportunities for Parental Involvement

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

Parent involvement is essential for the success of the school community. Wasco High has strong parental support from Migrant Parents, Band Boosters, Athletic Boosters, and the FFA Advisory. In addition the Site Council, which is comprised of teachers, staff, students, administration, parents and community members, acts as an advisory group for the Principal in matters related to instruction and school maintenance and safety. Back to School Night is held in the fall and Open House is held in the spring to better inform parents and the community about their school and encourage their support and active involvement. There are grade level meetings offered to all parents in both English and Spanish. In addition, migrant information letters, counselor letters, testing information, and parent surveys are sent on a regular basis. Parents also have access to their child's grades and attendance through Aeries Browser Interface (ABI), a web-based program. ABI may be accessed from any computer connected to Internet.

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	523
Grade 10	386
Grade 11	367
Grade 12	310
Ungraded Secondary	0
Total Enrollment	1586

Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.09 %	White (not Hispanic)	9.08 %
American Indian or Alaska Native	0.06 %	Multiple or No Response	0.57 %
Asian	0.69 %	Socioeconomically Disadvantaged	83 %
Filipino	%	English Learners	31 %
Hispanic or Latino	86.44 %	Students with Disabilities	7 %
Pacific Islander	0.06 %		

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	24.2	21	43	1	24.0	27	44		24.8	20	51	
Mathematics	26.0	10	30	3	25.0	11	41		27.2	8	42	
Science	25.3	4	23		24.0	9	22		26.6	7	22	3
Social Science	28.8	4	24	9	28.7	2	32	7	28.7	4	27	11

II. School Climate

School Safety Plan

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

School safety is addressed on a continual basis. A School Crisis Response Team (SCRT), made up of administrators, teachers and classified staff, is activated when an emergency arises. Our campus is safe and the staff strives to keep Wasco High School a good place to be. A number of activities are conducted to insure school safety:

1. Fire and evacuation drills are conducted.
2. Coaches are First-Aid/CPR certified. Teachers are identified with First Aid Certification.
3. Classrooms are connected to the main office via intercom and phone. Immediate contact is available if necessary.
4. Lab chemicals are kept in secured areas.
5. All cleaning materials are kept in locked storage areas.
6. Parking lot and street safety is stressed in daily bulletin.
7. The custodial crew is assigned to keeping facilities safe for students.
8. Staff and administrators are present on campus to provide visible supervision.
9. Campus supervisors are on duty and in constant communication with the Administration, Tiger Base, and Security Base personnel via a walkie-talkie.
10. There is constant communication with Sheriff's Department. A School Resource Officer is assigned to campus.
11. The "Crisis Response and Campus Safety Plan" is reviewed with the staff annually

Suspensions and Expulsions

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

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	14.1	8.7	9.6	18.1	10.7	13.1
Expulsions	0.0	0.4	0.0	0.0	0.4	0.0

III. School Facilities

School Facility Conditions and Improvements

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

Wasco High School takes pride in the beauty and cleanliness of its clean campus and unique architecture. The focal point and pride of the campus is the Wasco High School Auditorium which was built in 1928 and placed on the National Register of Historical Places in September of 1997. The campus is maintained with regular painting and remodeling projects completed every summer. The Science and Life Science buildings house 19 classrooms, 7 science labs, a cooking lab, a lecture hall and a computer lab. The Language Arts, Library and Industrial Arts buildings house 20 classrooms, three art labs, and two computer labs. A three stage building process was started in winter 2006. The first new building, containing 9 classrooms, was occupied for the start of the 2007-2008 school year and houses mathematic teachers. A second building will be open for the fall of 2008. New physical education fields are being constructed on vacant land adjacent to the campus. Wasco maintains its ties to the farming community through a strong agriculture program, which includes a 110 acre farm leased to a local farmer and a ten-acre agriculture laboratory that provides areas for hands-on training in welding, ag mechanics, animal care and plant science. Other specialized classrooms and buildings include: Library / Media Center, Cafeteria, Gymnasium, Band and Choir rooms, Wrestling/Aerobic room, Career Center and Student Activities / ASB room.

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			Gym - Minor Paint Peeling at ceiling – repaired FF Restroom – Ceiling Tiles Falling Down – repaired Sci Bldg RR- Holes in Tile at Cleanouts – repaired Stage – Hole in wall – repaired Kitchen – small hole behind DW - repaired
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			SC5 – Water faucet drip - repaired
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			SC6 Clutter - removed

Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	65	62	61	69
Without Full Credential	3	7	5	6
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	4	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	86.4	13.6
All Schools in District	84.3	15.7
High-Poverty Schools in District	84.3	15.7
Low-Poverty Schools in District		

V. Support Staff

Academic Counselors and Other Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	634
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	2.0	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

Quality, Currency, and Availability of Instructional Materials						
Courses	Title of Text	Publisher	Cprt	Appr Date	Copies	#
						Enrolled
AP Span Lit	Abriendo Puertas: Tomo I	McDougal Littell	2003	2003	26	24
Alg IP	Algebra I Concepts & Skills	McDougal Littell	2001	2003	934	467
Alg II P	Algebra II	Prentice Hall	2004	2003	365	319
AP US Hist	American Pageant	Houghton Mifflin	1998	2000	108	70
Bio/Ag Bio	Biology (Cal Ed)	Glencoe	2007	2007	343	275
AP Bio	Biology: AP Edition, 7 th Ed	Cummings	2005	2006	25	25
AP Calc	Calculus of a Single Variable	Heath & Co	1998	2001	76	33
Chem/AgChem	Chemistry	Prentice Hall	2002	2003	216	167
Ag Sci I & II	Conceptual Physical Science Explorations	Addison Wesley	2003	2002	537	304
Conn Math	Connected Mathematics	Prentice Hall	2005	2006	495	129
Consumer Math	Consumer Math	AGS	2003	2007	90	67
French I	Discovering French Nouveau!: Bleu I	McDougal Littell	2004	2007	90	57
Econ/Ag Econ	Economics: Principles & Practices	Glencoe	2005	2005	304	173
Basic English	English for the World of Work	AGS	2003	2004	25	21
Basic Science	General Science	AGS	2003	2007	21	23
Geometry	Geometry Concepts & Skills	McDougal Littell	2003	2004	297	204
Spanish II	Juntos Dos	Prentice Hall	1997	2000	237	97
Spanish III	Juntos Tres	Prentice Hall	1997	2000	78	31
Spanish I	Juntos Uno	Prentice Hall	1997	2000	247	122
English 9R	Literature & Lang Arts 3 rd Course	Holt	2003	2003	709	28
AP Eng Lit/Expository Rdg/Writing	Literature & Lang Arts 6 th Course	Holt	2003	2003	354	89
Govt	MacGruder's American Govt	Prentice Hall	2003	2003	290	124
Fund of Alg/Fund of Alg ELL	Mathematics Concepts & Skills Course 2	McDougal Littell	2001	2003	455	351
Analysis	Merrill Advanced Math Concepts	Glencoe McGraw Hill	1997	2003	119	51
OC SS/World History	Modern World History Patterns of Interaction	McDougal	2006	2005	501	342

Span Speakers 2	Nuestro Mundo	McDougal Littell	1997	2000	129	84
Int Sci 1 & 2/Int Sci ELL/OC Sci	Physical Science with Earth Science	Glencoe	2006	2007	600	533
Statistics	Practice of Statistics	W H Freeman & Co	1999	2001	62	24
AP Eng Lang	Prose Reader 6 th Ed	Prentice Hall	2002	2003	77	65
Eng 9/9A/Gen Eng/OC Eng/Adv ELD	Springboard Level 4	Collegeboard	2005	2007	450	421
Eng 10/10A/Gen	Springboard Level 5	Collegeboard	2005	2007	245	331
Eng 11/Gen Eng 11-12	Springboard Level 6	Collegeboard	2005	2007	280	270
Eng 12	Springboard Senior English	Collegeboard	2005	2007	180	172
US Hist & US Hist ELL	The Americans, Reconstruction to the 21 st Century	McDougal	2005	2005	355	298
AP Span Lang	Triangulo Aplicaciones Practicas	2003	2000	2003	91	58
Spanish Speak I	Tu Mundo	McDougal Litell	1997	2000	178	133
Basic Govt	US Govt	AGS	2001	2004	16	9
ELD1A/1B/ELD Writing I	Visions A: Lang, Lit and Content	Thomson Heinle	2004	2003	163	118
ELD Writ 2/ELD2A	Visions B: Lang, Lit & Content	Thomson Heinle	2004	2003	138	120
Intm ELD	Visions C: Lang, Lit & Content	Thomson Heinle	2004	2003	179	125
AP World History	World Civilizations: The Global Experience, AP Ed.	Pearson	2007	2007	90	56

Science Laboratory Classrooms (including: biology, chemistry, physics)

Each room includes:

- 6-10 sinks
- 24-32 Natural Gas outlets
- Safety Equipment (eyewash, shower, fire extinguisher, etc.)
- Storage Cabinets
- 6 computers / printer
- TV / VCR and/or LCD projector

Additional Science Equipment (permanent / semi-permanent):

- Refrigerator (2)
- Fume Hood (3)
- Water Still (1)
- Chemical Supply Closet (properly stored and vented chemicals)

Additional Science Equipment (shared among classrooms):

- Water Bath (2)
- Incubator (2)
- Centrifuge (2)
- Gene Cyclor (1)
- Electrophoresis Kits (8)
- Spectrophotometer (1)
- Oscilloscope (1)
- Van De Graff Generator (1)
- Digital Weather Station (1)
- Vernier Lab Pro (12)
- Vernier probeware (various types)
- Microscopes (24)
- Rock Collections (8)
- Power Supplies (5)
- Hot plates (8)
- Digital Balance (8)
- Triple Beam Balance (24)
- Dissection Trays and Kits (40)
- Glasware (variety of types / sizes)
- Optical Devices (various types)

VII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	7,424	1,986	5,438	56,965
District	8,318	2,357	5,961	56,231
Percent Difference – School Site and District	N/A	N/A	9.62%	-1.30%
State	N/A	N/A	\$4,943	61,994
Percent Difference – School Site and State	N/A	N/A	-10.01%	8.11%

Types of Services Funded

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

There are a variety of programs, supplemental services and support funded through categorical programs which are available to Wasco High School students, parents, and staff.

- Remedial reading program
- At-Risk counseling services
- Supplemental counseling program
- Bilingual instructional support
- After school tutoring

- Migrant PASS program
- Extended library hours
- Academic Decathlon
- Comprehensive staff development
- Curriculum and assessment support
- Remedial CAHSEE support
- Parent education
- Vocational education

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38330	\$38525
Mid-Range Teacher Salary	\$56908	\$61143
Highest Teacher Salary	\$70125	\$78754
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$83418	\$102007
Superintendent Salary	\$103559	\$134261
Percent of Budget for Teacher Salaries	28.6 %	36.7 %
Percent of Budget for Administrative Salaries	4.8 %	6.1 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	21	22	23	19	21	21	40	42	43
Mathematics	8	10	7	7	10	7	38	40	40
Science	11	22	22	10	21	22	27	35	38
History-Social Science	17	22	20	15	20	18	32	33	33

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	23	9	15	7
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino				
Hispanic or Latino	20	8	22	18
Pacific Islander	*	*	*	*
White (not Hispanic)	43	7	22	35
Male	21	9	28	28
Female	24	6	16	12
Economically Disadvantaged	19	7	18	17
English Learners	2	3	5	4
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	18	7	14	16

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

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

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	30.1	28.7	49.0	37.6	36.7	51.1	33.4	32.9	48.6
Mathematics	24.5	23.4	45.2	26.7	26.1	46.8	35.5	35.1	49.9

CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	66.6	24	9.4	64.5	27.5	8
Male	71.1	21.1	7.9	64.6	25.9	9.5
Female	61.6	27.3	11	64.4	29.3	6.3
African American	92.3	7.7	0	76.9	23.1	0
American Indian or Alaska Native	*	*	*	*	*	*

Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	68.4	22.6	9	65	27	8
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	45.9	37.8	16.2	59.5	35.1	5.4
English Learners	79.8	16.3	3.9	77	17.2	5.9
Socioeconomically Disadvantaged	71.1	21.5	7.4	67.8	24.8	7.4
Students Receiving Migrant Education Services	73.7	20.2	6.1	70.2	23.2	6.6
Students with Disabilities	100	0	0	97	3	0

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	33.5

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

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

API Rank	2004	2005	2006
Statewide	2	2	2
Similar Schools	6	8	7

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	23	0	6	610

American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	19	1	10	602
Pacific Islander				
White (not Hispanic)	24	12	-44	681
Socioeconomically Disadvantaged	43	-16	6	592
English Learners	N/A	3	6	555

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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

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

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	1999-2000	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.7	0.3	2.0	1.2	0.5	3.2	3.2	3.1	3.5
Graduation Rate	96.9	98.5	92.9	95.4	97.4	87.9	85.3	85.0	83.0

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2007		
	School	District	State
All Students	75%	75%	N/A
African American	NA	NA	N/A
American Indian or Alaska Native	NA	NA	N/A
Asian	NA	NA	N/A
Filipino	NA	NA	N/A
Hispanic or Latino	73%	73%	N/A
Pacific Islander	NA	NA	N/A
White (not Hispanic)	NA	NA	N/A
Socioeconomically Disadvantaged	76%	76%	N/A
English Learners	NA	NA	N/A
Students with Disabilities	NA	NA	N/A

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	726
Percent of pupils completing a CTE program and earning a high school diploma	53%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15%

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	54.7
Graduates Who Completed All Courses Required for UC/CSU Admission	15.4

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	7	2.5

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Wasco Union High School utilizes one early release day each month and 2-3 two-hour delay days each semester for professional development opportunities. This time has been devoted to staff collaboration, and differentiating instruction. Additionally, outside consultants have been utilized on occasional Saturdays to address specific topics with longer amounts of time.

The Professional Development Plan for 2007-2008 was comprised of professional development activities and collaboration time using the model of a Professional Learning Community as well as time for the development of a student accountability model that formalizes the process of standards-alignment, formative and summative assessment, and course specific collaboration time. This plan was built on many of the positive components already in place and added more structure to address specific student and teacher needs based on data.