

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 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.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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. 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 school's contact information.

School		District	
School Name	Nogales High School	District Name	Rowland Unified School District
Street	401 South Nogales Street	Phone Number	(626) 965-2541
City, State, Zip	La Puente, CA 91744	Web Site	www.rowland-unified.org
Phone Number	(626) 965-3437 Ext. 3500	Superintendent	Dr. Maria G. Ott
Principal	Dr. Nancy Padilla	E-mail Address	mott@mail.rowland.k12.ca.us
E-mail Address	npadilla@mail.rowland.k12.ca.us	CDS Code	19-73452-1936228

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

This section provides information about the school, its programs and its goals.

Nogales High School is one of 23 Rowland Unified School District sites. Built in 1962, Nogales serves students in grades 9-12. The staff and community at Nogales work collaboratively to ensure the implementation of policies and practices that demonstrate a respect for all individuals within the culturally diverse school community.

Mission

To inspire and educate individuals to realize their dreams and fulfill their responsibilities to society. We proudly join the parents and community in preparing each generation to meet the challenges of today and tomorrow.

Core Values

INTEGRITY: We believe in principles that support ethical decision-making, positive role modeling, and a commitment to professionalism.

RESPECT: We believe in the appreciation and celebration of both commonalities and diversities of individuals and groups. In addition, we will:

Foster respect for democratic principles and citizenship;

Promote respect for our environment by developing responsibility for its preservation.

SAFETY: We believe in and are committed to providing safe schools and a secure environment for all students and staff.

STUDENT-CENTERED FOCUS: We believe in keeping the student at the center of all decisions. Providing meaningful, challenging curriculum, programs, and practices will:

Promote student involvement;

Provide equal learning opportunities;

Ensure a strong academic foundation and balance among basic skills

Problem-solving, and critical thinking;

Encourage life-long learning.

EXCELLENCE: We believe in high standards for personal performance in pursuit of an ideal in all of our endeavors, as demonstrated by:

Well-defined expectations within a supportive environment;

Rigorous instructional programs;

Commitment to succeed.

RESPONSIBILITY WITH ACCOUNTABILITY: We believe each individual can and should be responsible and accountable for his/her decisions and actions. In support of this value, we will:

Promote the development and empowerment of individuals and groups; develop appropriate goals and measures of success.

NOGALES HIGH SCHOOL

EXPECTED SCHOOLWIDE LEARNING RESULTS

(ESLRs)

EFFECTIVE COMMUNICATORS: Who

1. Express significant information and ideas through verbal and non-verbal means.
2. Demonstrate the use of a variety of information-gathering techniques and information resources.
3. Demonstrate the ability to receive and interpret the messages of others, verbal and non-verbal, and respond appropriately.
4. Are responsible citizens that develop collaborative skills to work effectively within their family, the school, the community and society.

CRITICAL THINKERS: Who

1. Analyze, interpret, evaluate, and assess appropriate knowledge and information.
2. Demonstrate ability to recognize and analyze problems then apply problem solving strategies to real-life situations.
3. Set achievable short and long range goals and assess their own progress.
4. Process, integrate, and synthesize information through reading, writing, listening and speaking strategies.
5. Demonstrate a knowledge, understanding and respect of cultural and social differences, perspectives and common experiences among people.

PERFORMANCE ACHIEVERS: Who

1. Perform and/or create at or above district / state benchmarks levels (i.e. CAHSEE, STAR, district benchmark assessment).
2. Are able to express themselves analytically and creatively.
3. Are able to demonstrate inductive and deductive reasoning.
4. Explore, develop and utilize strategies for life-long educational and career options.

Opportunities for Parental Involvement (School Year 2008-09)

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

Contact Person Name: School Office

Contact Person Phone Number: 626-965-3437

As their children's first and most important teachers, parents are involved and supported as participants in home learning activities, including supervising assigned homework, daily reading, and family discussions that reinforce or enrich children's classroom learning. Parents are invited to support their children by attending parent conferences and workshops, student performances, parent meetings or events, assemblies, and sports events. Programs and opportunities for parent involvement include:

FOR US Foundation: The FOR US Foundation is a non-profit educational foundation that raises funds for RUSD schools. Each year, funds are provided for teacher grants for innovative classroom projects, field trips and academic enrichment activities.

Site-based Decision-making: Many schools use site-based decision-making to determine the best allocation of resources. To volunteer, contact your local school.

Community-Based English Tutoring (CBET): In June 1998, California voters passed Proposition 227. A portion of this proposition requires the legislature to provide free or subsidized English language instruction to parents or other community members who pledge to provide English tutoring to their children at home and at school. CBET parents are encouraged and supported to continue their education and in their efforts to provide safe and positive home environment; thereby fostering self-confidence and high expectations for their children.

Booster Groups: Most of the intermediate and high school music groups and athletic teams have parent booster organizations that raise funds and assist students on the day of competition. Contact your local school for more information.

Parent Information Nights: Nogales High parents are encouraged to support their students in achieving academic success. It offers assistance through the Parent meetings with specific topics such as; study skills, homework help, graduation and college entrance requirements, how to prepare for final exams, what to do if a student is failing, and exploring various ways parents may assist their students with the many challenges of young adulthood.

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	659
Grade 10	571
Grade 11	581
Grade 12	527
Total Enrollment	2340

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	Group	Percent of Total Enrollment
African American	3.29	White (not Hispanic)	2.56
American Indian or Alaska Native	0.00	Multiple or No Response	1.97
Asian	3.46	Socioeconomically Disadvantaged	67.00
Filipino	10.77	English Learners	27.00
Hispanic or Latino	77.74	Students with Disabilities	11.00
Pacific Islander	0.21		

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	2006-07				Avg. Class Size	2007-08			Avg. Class Size	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	29.6	19	27	46	30.1	12	26	47	28.0	19	31	38		
Mathematics	33.0	2	19	43	32.9	5	12	44	30.5	9	14	44		
Science	34.0	3	11	48	33.9	2	7	50	32.5	5	12	40		
Social Science	34.3	1	9	42	29.2	11	16	33	32.1	8	10	37		

III. School Climate

School Safety Plan (School Year 2008-09)

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

Once again, the California Department of Education's Safe Schools Assessment Program has designated Rowland Unified as among the safest school districts in the East San Gabriel Valley. As one of the district's core values, student and staff safety is kept in the forefront of all decision-making. In addition to maintaining closed campuses that are secured with fencing, schools are carefully monitored by campus police officers - before, during and after school. An up-to-date phone system, fire alarm, intercom and other communications systems have been installed at all schools. The phone system gives teachers the ability to make outside calls to parents, and emergency support services when needed. Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus. A parent sign-in and sign-out procedure assures student safety. Our commitment to safety is further evidenced by:

Strong partnerships with law enforcement agencies through Operation Safe Community.

School site safety plans safeguard the well being of students and staff. Ongoing training and practice drills keep staff attuned to crisis warning signs.

Specially trained canine units - that can detect even the minutest traces of drugs, gunpowder, and other illegal substances - regularly inspect classrooms, desks and lockers to deter students from negative activity.

Campus peace officers patrol schools and District facilities before, during and after school at all school and/or District-sponsored events.

All campuses are closed; security fencing ensures students are safe and secure on school grounds.

Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus.

All schools maintain safety plans and conduct routine safety drills and maintain emergency supplies for students and staff.

New phone, fire alarm, intercom and other communications systems have been installed at all schools. The new phones allow teachers to call outside numbers - including 911 - in the event of an emergency.

Uniforms, standardized dress and strictly enforced dress code policies keep students focused on the business of learning.

Thanks to the passage of Measure R, a \$70 million general obligation bond, the district will continue to invest in safety improvements on all campuses. Modernization efforts include the removal of asbestos, the addition of exterior safety lighting, the replacement of fencing, the installation of new communications systems, and the installation of security cameras.

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	16.7	14.5	24.1	9.6	11.2	12.0
Expulsions	0.9	1.1	1.6	0.3	0.4	0.4

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 based on the most recent data available, and a description of any planned or recently completed facility improvements.

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

Nearly \$100 million in local and state school construction funds is being used to upgrade school and District facilities. A wide range of improvement have been made district wide.

- New Community Day School facility - the District's 23rd campus.
- New portable classrooms on 13 campuses.
- Replacement of 252 heating/air conditioning systems at 15 campuses.
- New playground equipment and manufactured wood chips installed at 15 elementary campuses.
- New science rooms/labs at Nogales High.
- New covered lunch shelters at Giano Intermediate.
- New stadium lights at Nogales High.
- New restrooms and snack bar area in stadium at Rowland High.
- New gymnasium floors and bleachers at Nogales and Rowland High Schools.
- Re-carpeting of schools (as needed).
- Ongoing pesticide abatement takes place district wide. Notification of scheduled sprayings is sent to parents upon request, through the U.S. mail.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	89	86	87	780
Without Full Credential	11	9	7	22
Teaching Outside Subject Area of Competence	0	0	0	---

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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	96.4	3.6
All Schools in District	98.3	1.7
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	98.3	1.7

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	7	334
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse	1.0	---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

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.

Nogales High School conforms to all the textbook and instructional materials requirements of the Williams Act.

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	Nogales High School has all District/State approved standards based texts and materials in adequate numbers to ensure each student has his/her own. Supplemental text/materials have been acquired using various funding sources (see Section XI-Instructional Planning and Scheduling for a complete list of adopted texts and materials).	0.0
Mathematics	Nogales High School has all District/State approved standards based texts and materials in adequate numbers to ensure each student has his/her own. Supplemental text/materials have been acquired using various funding sources (see Section XI-Instructional Planning and Scheduling for a complete list of adopted texts and materials).	0.0
Science	Nogales High School has all District/State approved standards based texts and materials in adequate numbers to ensure each student has his/her own. Supplemental text/materials have been acquired using various funding sources (see Section XI-Instructional Planning and Scheduling for a complete list of adopted texts and materials).	0.0
History-Social Science	Nogales High School has all District/State approved standards based texts and materials in adequate numbers to ensure each student has his/her own. Supplemental text/materials have been acquired using various funding sources (see Section XI-Instructional Planning and Scheduling for a complete list of adopted texts and materials).	0.0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Foreign Language	Nogales High School has all District/State approved standards based texts and materials in adequate numbers to ensure each student has his/her own. Supplemental text/materials have been acquired using various funding sources (see Section XI- Instructional Planning and Scheduling for a complete list of adopted texts and materials).	0.0
Health	Nogales High School has all District/State approved standards based texts and materials in adequate numbers to ensure each student has his/her own. Supplemental text/materials have been acquired using various funding sources (see Section XI- Instructional Planning and Scheduling for a complete list of adopted texts and materials).	0.0
Science Laboratory Equipment (grades 9-12)	Nogales High School has all District/State approved standards based texts and materials in adequate numbers to ensure each student has his/her own. Supplemental text/materials have been acquired using various funding sources (see Section XI- Instructional Planning and Scheduling for a complete list of adopted texts and materials).	0.0

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <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	\$8,180	\$3,073	\$5,107	\$64,657
District	---	---	\$5,107	\$66,865
Percent Difference: School Site and District	---	---	0	0
State	---	---	\$5,512	\$65,905
Percent Difference: School Site and State	---	---	-4	17

Types of Services Funded (Fiscal Year 2008-09)

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

Because we are committed to having a student-centered focus and want each youngster to reach his/her full potential in our schools, we provide extensive student support services. These include:

Gifted and Talented Education - Students who are identified as gifted and talented are provided with academic enrichment activities and classroom work as well as differentiated instruction and leadership development. In addition, the district hosts special GATE parent education sessions and educational field trips. Advanced Placement classes, a variety of arts-related activities, honor societies, after school clubs, academic competitions, and Certificate Programs are among the offerings available for high school students

International Baccalaureate - Rowland Unified School District now has over 500 students enrolled in the IB program. Last year thirty students from Rowland and Nogales High Schools completed the requirements and had the honor of being RUSD IB diploma graduates.

Even Start and First 5 LA - The Even Start and First 5 Los Angeles Enhancement grants are a model family literacy program that provides educational opportunities and outcomes for both parents and children. The educational components include: Early Childhood Education, Parent Education, Vocational training, Technology, and Parent and Child Interactive Literacy Activities together.

Family Resource Center (FRC) - The FRC provides an array of social services. In addition, a new School Readiness grant, funded by First 5 Los Angeles, has enabled the FRC to provide skills to build strong families with healthy children, ages 0-5, who are learning pre-

kindergarten readiness skills. These children will be prepared for school. The goals are accomplished through parent education, provider education, and parent and child interactive programs along with health and support services.

6th Grade Algebra - This program, which earned a California School Board Golden Bell Award, readies students for advanced math in intermediate and high school. Algebra is a graduation requirement. Students who take Algebra early have the flexibility in their schedule to take more Advanced Placement (AP) and/or International Baccalaureate (IB) courses when in high school.

Extended Day Kindergarten - Extended day kindergarten allows for more time for instruction in the core subjects, including reading, math, technology and the arts. In 2005-06 all elementary campuses will offer this extended educational environment.

Technology - Access to technology is woven into the curriculum, and the graduation requirements. Most classrooms have computer stations, as well as other technology that supports classroom learning. Structured computer lab time ensures that students are well versed and practiced in using today's technology for homework, classroom projects, and research.

M.I.N.D. Institute - A research-based K-4 math literacy program that integrates music (electronic keyboard instruction) and math video games to teach complex, abstract math concepts.

Community Day School - Small class sizes enable teachers at RUSD's three Community Day School classrooms to provide personalized instruction to students, in grades 7 through 12, who have discipline/attendance problems. The class format enables students to improve their grades, make up credits, and improve their school attendance and return to their home school.

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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,005	\$40,786
Mid-Range Teacher Salary	\$67,324	\$65,726
Highest Teacher Salary	\$86,466	\$85,230
Average Principal Salary (Elementary)	\$117,156	\$106,548
Average Principal Salary (Middle)	\$113,231	\$112,237
Average Principal Salary (High)	\$133,506	\$121,617
Superintendent Salary	\$222,491	\$191,155
Percent of Budget for Teacher Salaries	33.1	40.6
Percent of Budget for Administrative Salaries	4.2	5.3

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 in grades two through eleven, and 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 for grades three through eight and science in grades five and eight 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *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	35	38	40	45	47	51	43	46	50
Mathematics	12	11	14	44	46	48	40	43	46
Science	26	29	37	44	50	54	38	46	50
History-Social Science	22	27	35	37	40	44	33	36	41

Standardized Testing and Reporting 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	37	8	43	35
American Indian or Alaska Native	*	*		*
Asian	70	48	86	56
Filipino	60	24	56	63
Hispanic or Latino	36	11	31	30
Pacific Islander	*	*	*	*
White (not Hispanic)	52	11		46
Male	37	14	40	36
Female	44	14	35	35
Economically Disadvantaged	35	12	32	30
English Learners	5	4	4	4
Students with Disabilities	12	6	19	6
Students Receiving Migrant Education Services	*	*	*	*

California High School Exit Examination

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 at <http://cahsee.cde.ca.gov/>. *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	44.8	48.1	43.8	50.7	55.1	54.4	48.6	52.9	52.0
Mathematics	50.7	46.2	55.5	56.6	55.8	63.9	49.9	51.3	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	56.2	21.0	22.8	44.5	36.8	18.8
African American	60.0	33.3	6.7	60.0	33.3	6.7
American Indian or Alaska Native	*	*	*	*	*	*
Asian	14.3	17.9	67.9	7.1	28.6	64.3
Filipino	34.5	27.3	38.2	16.4	43.6	40.0
Hispanic or Latino	62.5	20.0	17.5	50.7	36.1	13.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	58.4	19.5	22.2	46.5	34.4	19.1
Female	54.0	22.6	23.4	42.4	39.2	18.4
Economically Disadvantaged	61.9	19.1	19.1	49.6	35.7	14.7
English Learners	83.9	13.7	2.4	66.8	27.2	5.9
Students with Disabilities	94.3	5.7	0.0	94.2	3.8	1.9
Students Receiving Migrant Education Services	*	*	*	*	*	*

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 the 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 Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.6	34.4	35.4

X. Accountability

Academic Performance Index

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

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	3	4	3
Similar Schools	7	8	5

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	19	1	15	689
African American				
American Indian or Alaska Native				
Asian				
Filipino	3	-1	14	806
Hispanic or Latino	23	0	17	665
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	22	3	20	665
English Learners	55	-61	16	585
Students with Disabilities	55	-45	5	424

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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

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 at the CDE Adequate Yearly Progress (AYP) Web page 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	2006-2007	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	---	11
Percent of Schools Currently in Program Improvement	---	47.8

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's 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 at <http://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 Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

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 CDE DataQuest Web page 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 (1-year)	0.2	1.3	2.6	0.4	1.1	2.1	3.5	4.4	3.9
Graduation Rate	99.4	96.7	89.7	98.5	95.9	91.3	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			---
African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---
Pacific Islander			---
White (not Hispanic)			---
Socioeconomically Disadvantaged			---
English Learners			---
Students with Disabilities			---

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

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 pupils participating in CTE	750
% of pupils completing a CTE program and earning a high school diploma	100.0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	57.0

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	68.3
Graduates Who Completed All Courses Required for UC/CSU Admission	15.7

Advanced Placement Courses (School Year 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 percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts		---
Foreign Language	2	---
Mathematics	3	---
Science	1	---
Social Science	1	---
All courses	8	3.3

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.

Rowland employs a full-time team of competent experts to offer teachers support in the areas of technology, literacy, bilingual instruction, school-to-career, and assessment. Due to this in-house expertise, Rowland teachers are specially trained to use consistent assessment instruments (based on the State content standards).

Nogales High School math teachers have been trained in the new Pictorial Math Program to assist students in Algebra 1. To assist in schoolwide writing improvement the English teachers have been trained in the new [My Access](#) program which gives students instant feedback on their writing, allows them to revise the work and then resubmit it for further feedback.

XIII. National Assessment of Educational Progress

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 (i.e., basic, proficient, and advanced) and 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](#) Web page (Outside Source).

Note: 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 state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (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 four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. 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 (ELA), 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 [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – 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 four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	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 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 four and eight.

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