

# School Accountability Report Card Reported for School Year 2002-2003

*Published During 2003-2004*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
<b>School Name</b>	Wasco High	<b>District Name</b>	Wasco Union High
<b>Principal</b>	Mark Greenfield	<b>Superintendent</b>	Elizabeth McCray
<b>Street</b>	1900 7th St.	<b>Street</b>	1900 Seventh St.
<b>City, State, Zip</b>	Wasco, CA 93280-0250	<b>City, State, Zip</b>	Wasco, CA 93280-0250
<b>Phone Number</b>	661 758 7400	<b>Phone Number</b>	661 758 8447
<b>FAX Number</b>	661 758 9201	<b>FAX Number</b>	661 758 4946
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<b>E-mail Address</b>	magreenfield@wasco.k12.ca.us	<b>E-mail Address</b>	emccray@wasco.k12.ca.us
<b>CDS Code</b>	15-63859-1536440	<b>SARC Contact</b>	Mark Greenfield

## School Description and Mission Statement

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 its 1244 student population. 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 fourteen classrooms and four labs.

**Mission Statement:** The mission of Wasco High School is to insure that our students will graduate from school with the skills, attitudes, and values essential for successful participation in a democratic society.

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Mark Greenfield</b>	<b>Contact Person Phone Number</b>	<b>661 758 7400</b>
<p>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.</p> <p>Parent newsletters are sent out Bi-monthly. In addition, migrant information letters, counselor letters, testing information, and parent surveys are sent on a regular basis.</p>			

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	355
Grade 1	0	Grade 10	343
Grade 2	0	Grade 11	299
Grade 3	0	Grade 12	247
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	<b>Total Enrollment</b>	1244

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	50	4.0	Hispanic or Latino	1,003	80.6
American Indian or Alaska Native	0	0.0	Pacific Islander	2	0.2
Asian	9	0.7	White (Not Hispanic)	163	13.1
Filipino	2	0.2	Multiple or No Response	15	1.2

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	07/08/2003	<b>Date Last Discussed with Staff</b>	08/14/2003
<p>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:</p> <ol style="list-style-type: none"><li>1. Fire and evacuation drills are conducted.</li><li>2. Bus evacuation drills are conducted.</li><li>3. Coaches are First-Aid/CPR certified.</li><li>4. Classrooms are connected to the main office via intercom. Immediate contact is available if necessary.</li><li>5. Lab chemicals are kept in secured areas.</li><li>6. All cleaning materials are kept in locked storage areas.</li><li>7. Parking lot safety is stressed.</li><li>8. The custodial crew does an excellent job in keeping facilities safe for students.</li><li>9. Staff and administrators are present on campus to provide visible supervision.</li><li>10. Three campus supervisors are on duty and in constant communication with the Assistant Principal via a walkie-talkie.</li><li>11. There is constant communication with Sheriff's Department.</li></ol> <p>The "Crisis Response and Campus Safety Plan" is reviewed with the staff annually.</p>			

### School Programs and Practices that Promote a Positive Learning Environment

There are a number of programs and practices that promote a positive learning environment at Wasco High School. The teaching staff is central to such an environment. They are committed to the academic as well as the physical well being of our students as evidenced by their support of the Assertive Discipline Plan and their commitment to a standards-based curriculum. Key to the school's effort to promote a positive learning environment is the guidance program which fosters open communication among all stakeholders through various events such as eighth grade visitation for incoming eighth graders and their parents, sophomore counseling to confirm students' academic and career paths, and grade level parent education meetings. In addition counselors frequently visit classrooms not only to complete scheduling procedures but also to talk to students about testing, college entrance, financial aid and career planning.

In the fall there is a "Back to School Night" and in the spring an "Open House". These events allow parents to visit classrooms as a means of promoting parent awareness of school programs and practices. As a means of keeping students better informed about the school's expectations for them, each student is given an Agenda that contains such information as attendance procedures, graduation requirements, and codes of conduct and discipline.

Other practices that help create a positive learning environment are (1) Extended Day classes used for after school assistance, (2) the Portable Assisted Study Sequence (PASS) provided for Migrant students, and (3) programs supported through a partnership with Cal State Bakersfield.

Wasco High School students have a variety of opportunities for personal support and friendship through a wide selection of clubs, organizations and groups that meet on campus.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
<b>Number of Suspensions</b>	156	219	524			
<b>Rate of Suspensions</b>	.15	.20	.42			
<b>Number of Expulsions</b>	2	6	3			
<b>Rate of Expulsions</b>						

## School Facilities

Wasco High School is an open, clean campus with few internal fences on a campus of eight major buildings. 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. 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.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are 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 or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	15	16	18	14	16	16	30	32	35
Mathematics		9	10		9	10		31	35
Science		5	25		5	25		30	27
History/Social Science		12	19		11	17		28	28

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	7				15		40
Mathematics	0				9		22
Science					20		50
History/Social Science	7				15		47

### CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts	16	19	1	11	31	0	20	
Mathematics	13	8	5	9	13	0	11	
Science	31	19	0	19	33		26	
History/Social Science	19	20	2	10	36	0	21	

### Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	20	19	34	19	18	32	44	45	43
Mathematics	35	35	36	33	33	33	53	55	50

## NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	24				31		60
Mathematics	17				33		60

## NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	28	41	13	27	49	2	38	
Mathematics	36	35	17	29	50	6	39	

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							23.8	25.2	22.3
7							27.8	29.6	26.0
9	21.5	20.7	22.4	21.5	20.7	22.4	24.8	23.3	26.2

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

### Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	97	99	100	Percent Tested	99	100	
API Base Score	518	529	525	API Growth Score	524	515	
Growth Target	14	14	14	Actual Growth	6	-14	
Statewide Rank	2	2	2				
Similar Schools Rank	8	4	2				

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			

Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score	477	494	495	API Growth Score	487	484	
Growth Target	11	11	11	Actual Growth	10	-10	
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	680	689	694	API Growth Score	691	706	
Growth Target	11	11	11	Actual Growth	11	17	

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	468	484	482	API Growth Score	477	461	
Growth Target	11	11	11	Actual Growth	9	-23	

### Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement	3	4	5				
<b>California Programs</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>				
Eligible for Governor's Performance Award	No	No	N/A				
Eligible for II/USP	Yes	---	---				
Applied for II/USP Funding	Yes	---	---				
Received II/USP Funding	Yes	---	---				

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	YES	---	---	NO
African American	---	---	N/A	---	---	N/A
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	N/A
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	YES	---	---	NO
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	N/A
Socioeconomically Disadvantaged	---	---	NO	---	---	NO
English Learners	---	---	NO	---	---	NO
Students with Disabilities	---	---	N/A	---	---	N/A

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
<b>Enrollment (9-12)</b>	1252	1180	1282	1365	1337	1371	1703492	1735576	1772417
<b>Number of Dropouts</b>	18	3	6	18	23	16	47282	47899	48454
<b>Dropout Rate (1-year)</b>	1.4	0.3	0.5	1.3	1.7	1.2	2.8	2.8	2.7
<b>Graduation Rate</b>	88.8	91.3	94.2	89.7	88.5	87.5	85.9	86.7	86.9

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

**No data are available for this section**

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001				2002				2003			
	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	26.76	14	19	12	23.66	27	20	6	25.67	24	17	13
Mathematics	26.02	16	17	9	26.18	18	19	7	24.44	18	20	3
Science	27.68	3	15	4	28.81	1	11	4	27.86	4	14	3
Social Science	32.44		13	14	31.71	1	10	13	32.43	1	11	18

## VI. Teacher and Staff Information

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
<b>Total Teachers</b>	49	56	56
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)	37	42	41
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	8	14	17
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	5	4	2

### Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*

## Teacher Evaluations

The evaluation process at Wasco High School calls for tenured teachers to be evaluated every two years and probationary teachers to be evaluated yearly. Teachers are evaluated through classroom observations, conferences and course of study review to ensure that classroom practices are standards based.

## Substitute Teachers

Each year the Board of Trustees of the Wasco Union High School approves substitute teachers. Substitutes are acquired from Wasco as well as the surrounding area. Of the substitute teachers available, some have regular high school teaching credentials while most have a temporary or emergency credential that will satisfy the requirements to substitute in a 9-12 high school. All substitute teachers are cleared through the Department of Justice and have passed the CBEST test.

On days when a teacher is going to be gone only a period or two, the substitute position is filled from within our existing staff, by having a teacher teach during his/her preparation period or having an administrator take the class.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	3
Librarian	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
3	415

## VII. Curriculum and Instruction

### School Instruction and Leadership

Wasco High School has made progress towards curriculum alignment with the California Content Standards since the II/USP external evaluation was applied for and received in 2001. An Action Plan was developed to facilitate alignment between core and core enrichment curriculum and the California Content Standards, to establish assessments that would provide multiple

opportunities to assess student growth, and to implement instructional strategies that would expedite students' acquisition of the standards.

Students are held accountable to the academic thoroughness necessary to achieve mastery of the standards through Benchmark tests that are used to gauge students' mastery of the standards and also as a reflective tool for teachers who use the analyzed data to inform instruction. Benchmark tests are given in all core classes.

There is a school-wide focus on literacy. Accelerated Reader is one of the school-wide strategies that has been initiated to improve student's literacy skills, with the library purchasing approximately 4,000 books to support this reading program. Accelerated Reader has been a positive intervention to increase student reading scores. Additional sections of reading classes also have been added to the Master Schedule.

Advanced Placement classes were added to the curriculum in 2001-2002 with course offerings in English Literature, English Language, Spanish Language, Biology, Statistics, Calculus, and US History. Teachers received professional development in their discipline by attending a week-long summer workshop sponsored by the College Boards. **Approximately eight percent** of students received passing scores on Advanced Placement examinations.

Wasco offers several programs that assist students with pursuing academic, personal and school-to-career goals. Migrant students who have fallen behind have a chance to gain extra credits at their own pace through Portable Assisted Study Sequence (PASS). In addition, the North Kern vocational Training Center (KNVTC) provides hands-on training in vocations throughout the city.

As students develop a four-year plan, their parents are given the opportunity and encouraged to assist them and the counselor in developing this plan. The school also hosts student and parent informational nights at every grade level and provides valuable information in English and Spanish about the CAHSEE, graduation requirements and the A-G requirements for entrance into a university.

The Special Education Department has a staff of six teachers, three instructional aides, plus a Director of Psychological Services that serve the needs of the students identified as needing their services. Their combined effort is directed toward seeing that their students receive an education that promotes continuous growth toward mastery of the state standards.

The ELD program has three levels of instruction (1) beginning English, (2) intermediate ELD and (3) advanced ELD. Four teachers and one instructional aide are responsible for the continuous growth of these students toward full mastery of the English language.

The administrative staff consists of the principal, a vice principle, an activity and athletic director, a testing coordinator, and a director of psychological services. This team is responsible for the daily operation and management of the school.

Department chairs and other staff representatives meet regularly as members of the Principal's Advisory Committee to discuss curricular and staff related issues.

## **Professional Development**

Currently, we have a Coordinator of Teacher Support Services who, in addition to providing Beginning Teacher Support and Assessment (BTSA) and Peer Assistance Review (PAR) services, has been charged with coordinating staff development and training. We feel that this service has been a big asset in our improvement program. Monthly in-services, peer assistance, conferences, workshops and training seminars have all provided the staff with regular opportunity for professional development. We feel that this program has served us well in improving the attention given to our professional development obligation.

### Quality and Currency of Textbooks and Other Instructional Materials

The district budgets approximately \$155.00 per year for each student for textbooks and instructional supplies. Textbooks are reviewed and updated regularly, and are generally used for six years or less. Each student is provided with his/her own textbook for classes, which require textbook use. These textbooks are compatible with the state curriculum framework and are of the finest quality available. The library currently has nine sets of encyclopedias, two of which are in Spanish. All students are provided with textbooks and adequate instructional materials. The State Department of Education provided additional funds for the 2000-01 school year through the Schiff-Bustamonte program and others.

The district has a heavy investment in educational technology equipment including seven computer labs ranging from 15 to 42 computers: two in business, one in agriculture, one in Science, and two in the library. Additionally, computers are provided in nineteen mini-labs with five stations each in the math department, English department, social studies department, special education department, and the science department. Students are exposed to educational technology in many different classes. Each student is required to take a course in computer literacy. Every classroom has at least one computer that may be used by the teacher and students.

All instructional materials in all departments must meet a set of criteria adopted by the Board.

### Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	64,915	64,800
10	64,915	64,800
11	64,915	64,800
12	64,915	64,800

## Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

## Total Number of Minimum Days

Fog Delays = 9	Inservice = 11	Equals a total of 28 minimum days
Finals = 2	Contractual = 6	

## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English	2	4	84
Foreign Language	1	1	11
Mathematics	2	2	43
Science	1	1	12
Social Science	1	1	24

### Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
7105	4756	66.9



## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35067	34902
Mid-Range Teacher Salary	52063	56622
Highest Teacher Salary	64130	70431
Average Principal Salary (Elementary)		85352
Average Principal Salary (Middle)		
Average Principal Salary (High)	79450	
Superintendent Salary	102000	114786
Percent of Budget for Teacher Salaries	32.97	38.12
Percent of Budget for Administrative Salaries	6.38	6.10

### Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$9114647	\$7006	\$6969	\$6719

### Types of Services Funded

Wasco High School receives special funding for the following programs: II/USP, Special Education, Title One, Carl Perkins, Advanced Placement, Migrant Education, Kern Educational Partnership, Morgan Hart Class Reduction, Library Materials Grant, Shift Bustamonte textbook replacement.

These funding sources are used for student academic services, instructional materials, stipends for teachers, and staff development. They are received through grant applications and are allocated when funds are available.