

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## Executive Summary School Accountability Report Card, 2007-08

### 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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

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 1,635 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 3 days and block scheduling the other two that allows for a weekly advisory period for all students. The graduation requirement is 220-unit 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.

### Student Enrollment

Group	Percent
African American	3.12 %
American Indian or Alaska Native	0.12 %
Asian	0.55 %
Filipino	%
Hispanic or Latino	87.28 %
Pacific Islander	%
White (not Hispanic)	8.26 %
Multiple or No Response	0.67 %
Socioeconomically Disadvantaged	80 %
English Learners	28 %
Students with Disabilities	8 %
<b>Total Number of students</b>	<b>1635</b>

## Teachers

Indicator	Teachers
Teachers with full credential	64
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 August 27, 2008 was Exemplary.*

### Repairs Needed

*No deficiencies were reported .*

### Corrective Actions Taken or Planned

*No corrective actions were necessary.*

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 7,299
District	\$ 8,383
State	\$5,300

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	24%
Mathematics	5%
Science	16%
History-Social Science	20%

## Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	620
Statewide Rank (from 2007 Base API Report)	2
2008-09 Program Improvement Status (PI Year)	5

## School Completion

Indicator	Result
Graduation Rate	90%

## Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	35%
Graduates Who Completed All Courses Required for University of California or California State University Admission	19.2%

## 2007-08 School Accountability Report Card Report (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 [SARC](#) Web site. 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 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 2008-09)

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	emccray@wasco.k12.ca.us
E-mail Address		CDS Code	15-63859-1536440

#### School Description and Mission Statement (School Year 2007-08)

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

The mission of Wasco High School is to insure that our students will graduate from school with the skills, attitude, and values essential for successful participation in a democratic society. To achieve this our goal 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 3 days and block scheduling the other two that allows for a weekly advisory period for all students. The graduation requirement is 220 units 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 (School Year 2007-08)

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 School 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. The ELAC focuses on involving and informing the parents of EL students in the education process. Freshmen parent orientation and Back to School Night is held in the fall 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, parent newsletters, 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 (School Year 2007-08)

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	483
Grade 10	422
Grade 11	386
Grade 12	344
Ungraded Secondary	0
Total Enrollment	1635

## Student Enrollment by Group (School Year 2007-08)

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

Group	Percent of Total Enrollment
African American	3.12 %
American Indian or Alaska Native	0.12 %
Asian	0.55 %
Filipino	%
Hispanic or Latino	87.28 %
Pacific Islander	%
White (not Hispanic)	8.26 %
Multiple or No Response	0.67 %
Socioeconomically Disadvantaged	80 %
English Learners	28 %
Students with Disabilities	8 %

## 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	2005-06				2006-07				2007-08			
	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	24.0	27	44		24.8	20	51		25.8	23	39	8
Mathematics	25.0	11	41		27.2	8	42		26.9	11	46	7
Science	24.0	9	22		26.6	7	22	3	27.7	4	26	1
Social Science	28.7	2	32	7	28.7	4	27	11	29.9	2	20	16

## III. School Climate

### School Safety Plan (School Year 2007-08)

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. The "Crisis Response and Campus Safety Plan" is reviewed and updated as required annually

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. A public address system is available for campus wide announcements
5. Lab chemicals are kept in secured areas.
6. All cleaning materials are kept in locked storage areas.
7. Parking lot and street safety is stressed in daily bulletin.
8. The custodial crew is assigned to keeping facilities safe for students.
9. Staff and administrators are present on campus to provide visible supervision.
10. Campus supervisors are on duty and in constant communication with the Administration, Tiger Base, and Security Base personnel via a walkie-talkie.
11. There is constant communication with Sheriff's Department. A School Resource Officer is assigned to campus.

## 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	8.7	9.6	11.9	10.7	13.1	13.5
Expulsions	0.4	0.0	0.0	0.4	0.0	0.0

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

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 was occupied in the fall of 2008 and will house English teachers. A third building is currently under construction and will be completed for the start of the 2009-2010 school year. New physical education fields are being constructed on vacant land adjacent to the campus and are scheduled to be completed in the fall of 2009. 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, Computer/Video graphics room, Band and Choir rooms, Wrestling/Aerobic room, Career Center and Student Activities / ASB room. A new cafeteria is in the design stage and has a projected construction start date of fall 2009.

### School Facility Good Repair Status (School Year 2008-09)

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			
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			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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			

## 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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	62	61	64	70
Without Full Credential	7	5	5	7
Teaching Outside Subject Area of Competence	0	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	2006-07	2007-08	2008-09
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 2006-07)**

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 [NCLB Web site](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.9	5.1
All Schools in District	92.6	7.4
High-Poverty Schools in District	92.6	7.4
Low-Poverty Schools in District	NA	NA

## **VI. Support Staff**

### **Academic Counselors and Other Support Staff (School Year 2007-08)**

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	3.0	545
Library Media Teacher (Librarian)	1.0	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

## **VII. Curriculum and Instructional Materials**

### **Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)**

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.

Course	Text, Publisher, Copyright Date	Board Approval	# Copies	# Enrolled
AP Spanish Lit	Abriendo Puertas: Tomo I & Tomo II, McDougal Littell, 2003	7/10/2003	24	19
Algebra IP	Algebra I, Holt, 2008	3/13/2008	348	257
Fund of Alg, ELL, OC	California Algebra I, Pearson Prentice Hall, 2004	3/13/2008	500	253
Algebra II P	Algebra II, Holt, 2008	3/13/2008	285	269
AP US History	American Pageant, Houghton Mifflin, 1998	7/13/2000	82	48
Ag Animal Sci	Animal Science, Pearson, 2005	7/10/2008	50	30
Basic Govt	US Govt, AGS, 2005	4/10/2003	35	26
Basic Math, OC Math	Basic Math Skills, AGS, 2003	3/11/2004	18	1
Basic US History	US Hist, Globe Fearon, 2001	4/10/2003	19	19
Basic Wrld Hist	World History, AGS	4/10/2003	14	4
French II	Bien dit! Lvl 2, Holt, 2008	5/12/2008	50	27
Ag Bio, Bio, Ag Life Sci	Biology (California Edition), Glencoe, 2007	5/10/2007	392	301
AP Biology	Biology: AP Edition, 7th Ed, Cummings	6/6/2006	37	22
AP Calculus	Calculus 8th Edition, Houghton Mifflin, 2006	3/13/2008	35	16
Ag Chem, Chem	Chemistry, Prentice Hall, 2002	4/10/2003	236	141
Connected Math	Connected Mathematics, Prentice Hall, 2005	6/6/2006	409	98
Personal Finance	Consumer Math, AGS, 2003	8/9/2007	111	101
French I	Discovering French Nouveau!: Bleu 1	6/14/2007	85	41
Ag Earth Science	Earth Science Geology, the Env and the Universe, Glencoe, 2007	2/15/2008	315	261
Econ	Economics: Principles and Practices, Glencoe, 2005	6/1/2005	289	188
Geometry	Geometry, Holt, 2008	3/13/2008	335	289
ELD Writing 1	Grammar in Context I, Thomson Heinle, 2006	4/15/2008	85	38
ELD Writing 2	Grammar in Context II, Thomson Heinle, 2004	4/15/2008	71	54
ELD Writing 3	Grammar in Context III, Thomson Heinle,	4/15/2008	20	20
Health	Health, Prentice Hall, 2007	4/10/2008	300	256
Expository Read/Writing	Literature and Language Arts, 6th Course, Holt, 2003	4/10/2003	340	55
Basic English	Literature and Language Arts, Introductory Course, Holt 2003	6/8/2006	43	35
Ag Govt, Govt	MacGruder's American Govt, Prentice Hall 2003	1/1/2003	273	129
Wld Hist, OC Wld Hist, ELL Wld Hist	Modern World History Patterns of Interaction, McDougall, 2006	6/1/2005	395	376
AP Eng Lit	Perrine's Sound and Sense	1/1/2003	66	36
Int Sci I P, Int Sci II, OC Sci	Physical Science with Earth Science, Glencoe, 2006	5/10/2007	541	460
Physics	Physics: Principles and Problems, Glencoe 2008	1/1/2003	70	66
Analysis	Precalculus A Graphing Approach , Holt, 2007	3/13/2008	125	104
AP English Lang	Prose Reader, Prentice Hall, 6th ed, 2002	1/1/2003	75	48
Span 1P, Span Spkr	Realidades I, Prentice Hall, 2008	6/14/2007	262	248

1				
Span II P, Span Spkr 2	Realidades II, Prentice Hall, 2008	6/14/2007	266	233
Spanish III	Realidades III, Prentice Hall, 2008	6/14/2007	56	33
English 9A, 9, OC, Ad ELD	Springboard Level 4, Collegeboard, 2005	9/13/2007	500	456
Eng 10, 10A, Gen Eng 9/10, Adv ELD 11/12	Springboard Level 5, Collegeboard, 2005	9/13/2007	400	358
Eng 11	Springboard Level 6, Collegeboard, 2005	9/13/2007	350	238
Eng 12, Gen Eng 11/12	Springboard Senior English, Collegeboard, 2005	9/13/2007	204	204
Statistics	Stats Modeling the World, Pearson Prentice Hall, 2007	3/13/2008	50	29
US Hist, US Hist ELL	The Americans, Reconstruction to the 21st Century, McDougal 2005	6/1/2005	347	335
AP Spanish Lang	Triangulo: a Proposito Cuarat Edicion, Wayside Publishing, 2006	1/1/2003	86	51
ELD 1A, 1B	Visions A: Lang, Lit and Content, Thomson Heinle, 2004	7/10/2003	172	91
ELD2A	Visions B: Lang, Lit and Content, Thomson Heinle, 2004	7/10/2003	136	68
ELD3A, Int ELD	Visions C: Lang, Lit and Content, Thomson Heinle, 2004	7/10/2003	157	122
AP World History	World Civilizations: The Global Experience AP Edition, Pearson, 2007	6/14/2007	86	54

## **Laboratory Science Equipment**

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 Cabinet (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)
- Glassware (variety of types / sizes)
- Optical Devices (various types)

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7299	\$1879	\$5420	\$62090
District	\$8383	\$2254	\$6129	\$61,467
Percent Difference – School Site and District	N/A	N/A	13.08%	-0.13%
State	N/A	N/A	\$5300	\$64657
Percent Difference – School Site and State	N/A	N/A	-2.26%	4.13%

### Types of Services Funded (Fiscal Year 2007-08)

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 2006-07)

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 on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40630	\$40408
Mid-Range Teacher Salary	\$60322	\$64309
Highest Teacher Salary	\$74069	\$83070
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$
Average Principal Salary (High)	\$97255	\$111434
Superintendent Salary	\$114000	\$145352
Percent of Budget for Teacher Salaries	32.4 %	36.9 %
Percent of Budget for Administrative Salaries	6.3 %	6.1 %

## IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	22	23	24	21	21	22	42	43	46
Mathematics	10	7	5	10	7	5	40	40	43
Science	22	22	20	21	22	19	35	38	46
History-Social Science	22	20	20	20	18	18	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## 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	17	5	*	*
American Indian or Alaska Native	*	*	*	
Asian	*	*	*	*
Filipino				
Hispanic or Latino	22	5	18	20
Pacific Islander				
White (not Hispanic)	41	8	41	30
Male	22	7	23	27
Female	25	4	17	13
Economically Disadvantaged	21	5	17	
English Learners	2	1	2	1
Students with Disabilities	2	1	0	
Students Receiving Migrant Education Services	18	5	15	18

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in 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 [CAHSEE](#) Web site.

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

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	37.6	33.4	31.0	36.7	32.9	30.2	51.1	48.6	52.9
Mathematics	26.7	35.5	33.1	26.1	35.1	32.2	46.8	49.9	51.3

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	69.0	28.6	2.3	66.9	27.9	5.2
Male	75.4	23.0	1.6	66.8	25.8	7.4
Female	62.7	34.2	3.1	67.0	29.9	3.1
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	71.0	26.7	2.3	68.4	25.8	5.8
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	46.9	50.0	3.1	46.9	53.1	0.0
English Learners	81.1	18.0	0.8	75.3	22.2	2.5
Socioeconomically Disadvantaged	72.4	25.5	2.1	67.9	27.0	5.2
Students Receiving Migrant Education Services	75.4	22.1	2.6	70.1	24.2	5.7
Students with Disabilities	96.9	3.1	0.0	91.4	8.6	0.0

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2007-08)

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 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	*
7	*
9	38.2

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be

found at the [API](#) Web page.

### 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	2005	2006	2007
Statewide	2	2	2
Similar Schools	8	7	7

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 1536440

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### 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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	0	6	10	620
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	1	10	11	613
Pacific Islander				
White (not Hispanic)	12	-44		
Socioeconomically Disadvantaged	-16	6	18	610
English Learners	3	6	20	575
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

## AYP Overall and by Criteria (School Year 2007-08)

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 2008-09)

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 [AYP](#) Web page.

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

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

#### 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 site.

### 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 on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.3	2.0	3.2	0.5	3.2	3.9	3.1	3.5	4.4
Graduation Rate	98.5	92.9	90.0	97.4	87.9	85.6	85.0	83.0	79.5

### 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 2007-08 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 [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	83%	73%	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	84%	75%	N/A
Pacific Islander	NA	NA	N/A

White (not Hispanic)	NA	NA	N/A
Socioeconomically Disadvantaged	81%	72%	N/A
English Learners	NA	NA	N/A
Students with Disabilities	NA	NA	N/A

### Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Wasco Union High School students have the opportunity to participate in seven CTE pathways under three industry sectors. Pathways have been developed in the Agriculture and Natural Resources, Hospitality and Tourism, and Arts, Media and Entertainment industry sectors. Students also have the opportunity to complete programs in other pathways offered by the North Kern Vocational Training Center (NKVTC). Wasco Union High School and NKVTC collaborate to provide a variety of career training opportunities. All programs are being aligned with the newly adopted CTE standards and frameworks during the 2008-09 school year. Programs of Study offered during the 2007-08 school year are listed below.

Agriculture and Natural Resources Industry Sector:

- Ornamental Horticulture
- Ag Mechanics
- Plant and Soil Science
- Agriscience

Hospitality, Tourism and Recreation:

- Food Service and Hospitality

Arts, Media and Entertainment:

- Media and Design Arts

### Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	693
Percent of the school's pupils completing a CTE program and earning a high school diploma	11%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	71%

### 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 at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	56.5
Graduates Who Completed All Courses Required for UC/CSU Admission	19.2

### Advanced Placement Courses (School Year 2007-08)

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 [DataQuest](#) Web site.

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	2	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All courses	10	3.9

## 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.

Wasco Union High School utilizes a modified block schedule to allow each department a weekly scheduled collaboration period. The primary purpose of this time is the analysis of student data to identify areas of strength and weaknesses and to discuss and compare instructional strategies. Additionally, outside consultants, as well as in-house resources, have been utilized on occasional Saturday training sessions to address specific topics with longer amounts of time. Recent topics discussed included interpretation of data, teaching to learning disadvantaged students and differential instruction.

The Professional Development Plan for 2008-2009 is focused on the development of a school wide Professional Learning Community (PLC) as well as 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.