

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD

Davis Senior High School
Davis Joint Unified District

Published During
2011-12

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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

School Description and Mission Statement (School Year 2010-11)

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

Davis Senior High School offers students a full range of academic, athletic, and extracurricular activities. Results from the Spring 2011 STAR exam generated a strong API of 867. Parents play an integral part in the school's success. The PTA supports the school through teacher grants and a regularly updated website that provides the community with site news and information.

Jacqui Moore is Davis Senior High School's principal since the 2010 school year. She has seven years of school administration experience, 22 years of experience as a teacher, and a doctorate in Educational Leadership, Equity and Reform from UC Berkeley. Three assistant principals complete the DSHS administrative team, working with students, staff, parents and community members in many program areas. The school is focusing on collaboration among and between departments and grade level teams in order to improve learning for all students.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents support our students in a variety of ways. The PTA provides more than \$30,000 a year to support school activities. The PTA funded a variety of staff grants including instructional technology, teachers' professional development, support for friendship day, entry fees for academic competition teams, and our Naviance program that supports students with their four year plans and college and career goals. Several parent booster groups support athletics, performing arts, clubs, and academic activities. Our Blue and White foundation is a major contributor to various projects including our instructional technology. Our Davis Education Foundation provides funding for specific site programs and personnel. Our Site Leadership Team is comprised of teachers, administrators, and parents and directs the vision and mission of the school.

Student Enrollment by Grade Level (School Year 2010-11)

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

Grade Level	Number of Students
Grade 10	610
Grade 11	562
Grade 12	531
Total Enrollment	1703

Student Enrollment by Group (School Year 2010-11)

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
Black or African American	2.5	White	58.7
American Indian or Alaska Native	0.4	Two or More Races	3.9
Asian	18.3	Socioeconomically Disadvantaged	17
Filipino	0.7	English Learners	9.8
Hispanic or Latino	14.7	Students with Disabilities	5.5
Native Hawaiian/Pacific Islander	0.7		

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	2008-09				2009-10				2010-11			
	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	25.5	31	12	19	27.5	22	24	30	26.7	20	41	23
Mathematics	29.2	7	19	13	30.2	3	30	20	28.9	8	32	14
Science	30.6	5	12	26	31.2	2	22	25	30	3	27	17
Social Science	29.8	4	19	22	30.6	5	25	25	30.3	7	40	26

III. School Climate

School Safety Plan (School Year 2010-11)

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

DSHS is a safe school. The DSHS school safety plan was updated in 2009-10, with oversight of the administrative emergency responsibilities being assigned to Tom McHale, the school's vice principal. Campus supervisors are charged with student and community safety by monitoring the school grounds 30 minutes before school, during school hours, and 30 minutes after school. DSHS has an open campus for lunch, so supervisory responsibilities have been expanded to include off-campus areas during lunchtime. Surveys reveal that DSHS students feel safe on campus. The number of crimes on campus has remained static over the past several years.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	9.6	6.4	4.17	5.9	5.1	4.55
Expulsions	0.3	0.2	0.18	0.1	0.1	0.05

IV. School Facilities







School Facility Conditions and Planned Improvement (School Year 2011-12)

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.




Davis Senior High School is in good physical condition, according to the criteria established by the Office of Public School Construction. The newer buildings that have been added to the campus are still in good condition, but many of the older buildings require attention. Among those buildings requiring attention is the DSHS Multipurpose Room, which has been closed until repairs can be completed in 2010-11.

School Facility Good Repair Status. (School Year 2011-12)

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

Inspected On: 1/12/2012	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	S4--Garbage disposal inoperable. S10--Heating needs adjustment/repair. A6, S11, S12--HVAC requires repair/adjustment. Work orders issued to correct 1-17-2012.
Interior: Interior Surfaces	—		—	—	C1, Kitchen O7--Broken/missing/loose floor tiles. Kitchen restroom--Paint peeling (possible mold). Work orders issued to address 1-17-2012.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	O1--(Cafeteria) Entry fly fan missing. Work order issued to correct 1-17-2012.
Electrical: Electrical	—	—		—	L10, Auto Shop, N10, P10--Outlet/outlet cover requires repair. L22, P13, T5--Speakers require repair. S5--Intermittant electrical problems. Noisy sensor. S7, S10--Exposed cords on floor. S7, P10--Broken ethernet outlet, CO2 detector. Science Office--Clock/wiring needs repair. Welding--Floor outlet trip hazard. N13--Communication box cover missing hardware. P22--Audio system inoperable. Work orders issued to correct 1-17-2012.
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	—		—	L Bldg Boys' RR--Stall handle/lock missing. South Gym Boys' Locker--Inoperable sink. Theatre--Restroom fans inoperable.
Safety: Fire Safety, Hazardous Materials	—		—	—	Science Storage Room--Poor housekeeping. Flammables improperly stored. A/V, L10, North Gym, Theatre--Fire extinguisher expired/missing. Work orders issued to correct 1-17-2012.

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Inspected On: 1/12/2012	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	—		—	—	S8--Rotted overhang beam. Evaluated by structural engineer. In process of repair. S8, Library, North Gym--Leaking/clogged rain gutters. Auto shop, P22--Roof leak. Stadium seating torsion bars need adjustment. Work order issued to repair 1-17-2012.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	S1--Window locks need repair. Library office, P10--Door rubbing on frame. Quad--Trip hazard transition from bricks to cement. N12--Broken door closure. N12/N13- Communications box needs relocation. N13--Electrical ground box--tripping hazard. T5--Missing crash bar. Work orders issued to address 1-17-2012.
Overall Rating	—		—	—	

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
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	80	83	80	439
Teachers without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence	0	0	2	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	2	1	3
Total Teacher Misassignments	2	2	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA 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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	81.68	18.32
All Schools in District	77.29	22.71
High-Poverty Schools in District	95.08	4.92
Low-Poverty Schools in District	76.08	23.92

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	4.65	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

Davis Senior High School is compliant in progress towards meeting William's Settlement requirements.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	English 10th Language of Literature, World, McDougal Littell, 2002, 11th Language of Literature, American, McDougal Littell, 2002, 12th Steps to Writing Well, Wadsworth Publishing, 2005, ELA, National Geographic/Hampton Brown, 2009

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Mathematics	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	Algebra 1, McDougal Littell, 2007, Geometry, Prentice hall, 2008, Algebra 2, McDougal Littell, 2007, Trigonometry, DC Health, 1996, Trigonometry, A Unit Circle Approach, Pearson, 2008, Pre-Calculus, Holt, 2004, Algebra 2, Holt, 2004 (Algebra 2/Trig), Calculus Early Transcendental, Brooks-Cole, 2007 (Calc BC), Thomas' Calculus Early Transcendental, Addison-Wesley, 2007 (Calc AB), Thinking Mathematically, Pearson, 2008 (Transition to College)
Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	Earth Science, Physical Science, Glencoe, 2002 (Earth Science), Prentice Hall Biology, Prentice Hall, 2002 (Biology, ZooBot, Int. Ag Bio), Biology, Scott Foresman, 2001 (AP Bio), Prentice Hall Chemistry, Prentice Hall, 2002 (Chemistry), Chemistry: A Central Science, Prentice Hall, 2008, (AP Chem). Chemistry in the Community, Freeman, 2008 (Chem Com), Conceptual Physics, (Physics) Hole's Physiology and Anatomy, McGraw Hill, 2003 (Physiology), Environmental Science, Prentice hall, 2003 (Env. Sci)
History-Social Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	Modern World History: Patterns of Interaction, McDougal Littell, 2006 (World Civ), American Vision, Modern Times, McGraw Hill, 2007 (US History), Enduring Vision, Houghton Mifflin, 2007 (AP US History), Introduction to Human Geography, Prentice Hall, 2000 (Human Geography), Economics: Policies and Practices, Glencoe, 2000 (Econ), Economics, Policies and Principles, Southwestern Publishing, 2009, 1999 (AP Econ), Magruder's American Government, Prentice Hall, 2002 (Gov), American Government: Institutions and Policies, Houghton Mifflin, 2006 (AP Gov)

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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Foreign Language	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	Spanish 1, 2 & 3, Paso A Paso, Scott Foresman/Prentice Hall, 1996, Spanish 4, Imagina, Vista Higher Learning, 2007, Spanish 5, ¡A toda Vela!, EMC Publishing, 2008, French 1, 2 & 3, C'est A Toi, EMC Paradigm, 2007, German 1 & 2, Deutsch Aktuell, EMC Paradigm, 1998, Japanese,
Health	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	Health, Perspectives on Health, HEATH, D.C, 1996 (10-12)
Science Laboratory Equipment (grades 9-12)	The district has adopted resolutions to define "sufficiency" and verifies there is a sufficient supply of materials and equipment to conduct labs.	0	N/A
Visual and Performing Arts	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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 / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,912.00	\$2,699.00	\$6,213.00	\$65,958.00
District	N/A	N/A	\$6,287.00	\$65,683.00
Percent Difference - School Site and District	N/A	N/A	-1.18	0.42
State	N/A	N/A	\$5,455.00	\$66,511.00
Percent Difference - School Site and State	N/A	N/A	13.9	-0.83

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

In 2010-11 Davis Senior High School received categorical funding and services through the following federal, state and local resources: Title II Professional Development; Title III Limited English Acquisition Program; Agriculture Vocational Education; Economic Impact Aid - Limited English Proficiency; Davis Schools Foundation; Davis School Arts Foundation and parcel tax funding.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

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	\$35,081	\$41,284
Mid-Range Teacher Salary	\$55,886	\$65,173
Highest Teacher Salary	\$77,965	\$83,460
Average Principal Salary (Elementary)	\$100,355	\$102,834
Average Principal Salary (Middle)	\$106,819	\$108,953
Average Principal Salary (High)	\$113,477	\$118,384
Superintendent Salary	\$199,742	\$179,397
Percent of Budget for Teacher Salaries	42	40
Percent of Budget for Administrative Salaries	6	6

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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and 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 is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, 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 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	72	72	74	75	75	75	49	52	54
Mathematics	45	46	46	66	69	68	46	48	50
Science	84	80	80	81	81	82	50	54	57
History-Social Science	76	73	77	75	71	76	41	44	48

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
All Students in the LEA	75	68	82	76
All Students at the School	74	46	80	77
Male	70	48	79	79
Female	78	44	80	75
Black or African American	58	26	57	59
American Indian or Alaska Native	0	0	0	0
Asian	80	70	83	78
Filipino	67	25	0	58
Hispanic or Latino	44	20	51	50
Native Hawaiian or Pacific Islander	69	8	0	47
White	82	47	89	86
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	45	21	49	48
English Learners	15	22	19	24
Students with Disabilities	25	8	38	36
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 Grade Ten Students - Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English-Language Arts	86	86	52	82	81	54	85	84	59
Mathematics	89	88	53	87	85	54	90	88	56

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

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 in the LEA	16	21	63	12	33	54
All Students at the School	15	19	66	10	31	59
Male	18	25	58	11	30	59
Female	13	14	73	9	32	59
Black or African American	27	27	45	26	42	32
American Indian or Alaska Native	0	0	0	0	0	0
Asian	14	15	70	2	16	82
Filipino	0	0	0	0	0	0
Hispanic or Latino	35	26	39	26	41	33
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	8	18	74	7	30	63
Two or More Races	33	17	50	9	55	36
Socioeconomically Disadvantaged	44	26	29	30	43	27
English Learners	70	28	2	31	50	19
Students with Disabilities	61	15	24	25	38	38
Students Receiving Migrant Education Services	0	0	0	0	0	0

California Physical Fitness Test Results (School Year 2010-11)

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
5			
7			
9			

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	2008	2009	2010
Statewide	10	10	10
Similar Schools	6	5	3

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. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	7	-2	9
Black or African American			
American Indian or Alaska Native			
Asian	31	-13	-17
Filipino			
Hispanic or Latino	-16	10	39
Native Hawaiian or Pacific Islander			
White	3	-1	21
Two or More Races			
Socioeconomically Disadvantaged		0	46
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	867	874	778
Black or African American	774	771	696
American Indian or Alaska Native		776	733
Asian	906	928	898
Filipino	818	899	859
Hispanic or Latino	744	746	729
Native Hawaiian or Pacific Islander	745	801	764
White	897	903	845
Two or More Races			836
Socioeconomically Disadvantaged	738	738	726
English Learners	645	752	707
Students with Disabilities	550	638	595

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 2010-11)

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 six AYP criteria described above.

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

Federal Intervention Program (School Year 2011-12)

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		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	12.5

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 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.9	0.7	0.5	1.1	1	1	4.9	5.7	4.6
Graduation Rate	97.67	97.4	97.74	96.13	95.96	95.5	80.21	78.59	80.44

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	95	92	36
Black or African American	92	94	6
American Indian or Alaska Native	100	100	9
Asian	96	96	12
Filipino			15
Hispanic or Latino	83	78	19
Native Hawaiian/Pacific Islander	100	50	32
White	97	95	53
Socioeconomically Disadvantaged	79	73	40
English Learners	81	71	43
Students with Disabilities	71	79	13
Two or More Races	90	90	23

Career Technical Education Programs (School Year 2010-11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Career Technical courses offered at DSHS include DSHS - Agricultural Mechanics I; Animal Science; Basic Auto; Fashion, Textile, & Apparel 1 & 2; Fashion, Textile, & Apparel/Beginning; Fashion, Textile, & Apparel 2 & 3; Floral Design; Food Science and Nutrition; Food Science/ Nutrition 1A; Food Science/ Nutrition 1B; Integrated Agricultural Biology; Journalism 1; ROP Auto Tech; ROP Automotive Technology; ROP Biotechnology Internship; ROP Biotechnology; ROP Environmental Science; ROP Journalism 2/Desktop Publishing; ROP Journalism 2/Desktop Publishing; ROP Stagecraft Production.

Career Technical Education Participation (School Year 2010-11)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	627
Percent of pupils completing a CTE program and earning a high school diploma	48
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15

Courses for University of California and/or California State University Admission (School Year 2009-10)

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	86
Graduates Who Completed All Courses Required for UC/CSU Admission	74

Advanced Placement Courses (School Year 2010-11)

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	3	N/A
All courses	18	17.1

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.

Time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Categorical dollars are also used to support staff participation in professional development.