

**SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005**  
**WHITTIER UNION HIGH SCHOOL DISTRICT**



# Pioneer High School

**ADDRESS:** 10800 Ben Avon, Whittier, CA 90606    **PHONE:** (562) 698-8121

**PRINCIPAL:** Roberta Berg    **GRADE RANGE:** 9-12    **SCHEDULE:** Traditional

## OUR SCHOOL AT A GLANCE

| KEY FACTOR                        | DESCRIPTION  | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------------|--|------------|----------------|---------------|
| <b>Student enrollment</b>         | Total number of students enrolled  | 1,810      | 2,035          | 1,339         |
| <b>Teachers</b>                   | Number of classroom teachers (full-time equivalent)                              | 72         | 83             | 56            |
| <b>Students per teacher</b>       | Number of students per teacher   | 25         | 25             | 24            |
| <b>Academic Performance Index</b> | The state's method of combining test scores across all subjects and grade levels | 671        | 665            | 696           |
| <b>Students per computer</b>      | Number of students sharing one computer  | 5          | 4              | 4             |

### Principal's Comments

Pioneer is proud of our 61-point gain on our Academic Performance Index (API). We were able to narrow the achievement gaps in all of our subgroups' performance. For example, the gap between English learners and English-only students narrowed from 148 to 92 points. One of the primary objectives of our professional learning community continues to be the development of a system of interventions for all students who need support. We hold regular tutoring sessions on Wednesday and Thursday. Pioneer Academic Saturday School (PASS) meets weekly. We have expanded Advancement Via Individual Determination (AVID), a program that motivates students to attend college, into all grade levels. This program is now serving 100 students. We opened the newly renovated math building, which includes three new classrooms equipped with technology and learning walls. We increased our number of "highly qualified" teachers from 79 percent to 91 percent.

### Major Achievements

- In eight out of the 11 subject areas on the California Standards Test (CST), we increased the number of students scoring at the proficient level or above.
- We surpassed the state target on the API by 61 points, achieving a score of 671.
- All students enrolled in AVID Senior Seminar gained entrance to a four-year college or university.
- The Pyramid of Interventions has been refined and expanded to meet the needs of more students who need extra help.
- We have developed an extensive mental health support program on campus for our students.

### Focus for Improvement

- On the California High School Exit Exam (CAHSEE), increase the passing rate of first-time test takers by five percent. The current passing rate in math is 78 percent and in English 73 percent.
- Increase the number of students demonstrating proficiency or higher on the CAHSEE in both English and math by five percent.
- Meet or exceed the state API target and the federal Adequate Yearly Progress (AYP) target for our school.
- Develop common grading policies by course.

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- Increase the number of students demonstrating proficiency or higher on the CAHSEE in both English and math by five percent.
- Meet or exceed the state API target and the federal Adequate Yearly Progress (AYP) target for our school.
- Develop common grading policies by course.
- Refine and augment our system of interventions to meet the needs of more students who are struggling.

### Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. The API is used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests (CST), the California Achievement Tests (CAT/6), and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Pioneer’s API was 671 (out of 1000). This is an increase of 61 points compared to last year’s API. About 99 percent of students took the test, which met the state’s required participation rate of 90 percent. You can find three years of detailed API results in the [technical appendix](#) to this report.

**API RANKINGS:** Based on our API growth score, we receive two rankings. The first compares us to all high schools in the state on a scale from 1 to 10 (10 being the highest). Compared to all high schools in California, our school currently ranks 4 out of 10.

**SIMILAR SCHOOL RANKINGS:** We receive a second ranking that compares us only to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 9 out of 10. This factor is recalculated every year by the CDE. To read more about the specific elements included in this calculation, you can turn to the [CDE Web site](#).

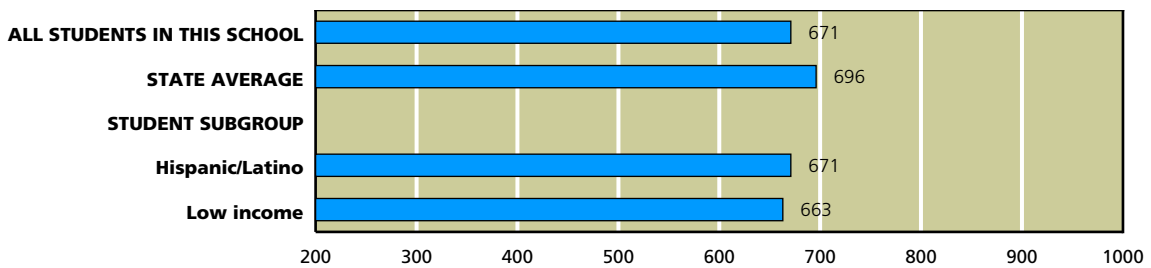
**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. We met our assigned growth targets during the 2004–2005 school year. Just for reference, 69 percent of high schools statewide met their growth targets.

| CALIFORNIA<br><b>API</b><br>ACADEMIC PERFORMANCE INDEX |            |
|--|------------|
| <b>Met schoolwide growth target</b>                    | <b>Yes</b> |
| <b>Met growth target for prior school year</b>         | <b>No</b>  |
| <b>API score</b>                                       | <b>671</b> |
| <b>Growth attained from prior year</b>                 | <b>+61</b> |
| <b>Met subgroup* growth targets</b>                    | <b>Yes</b> |
| <b>Underperforming school</b>                          | <b>No</b>  |

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### API, Spring 2005



SOURCE: API based on spring 2005 test cycle. State average represents high schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above proficient levels on the CASHEE (22.3 percent on the English/language arts test and 20.9 percent on the math test). These goals must also be met by significant ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 590 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2004 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

| FEDERAL<br><b>AYP</b><br>ADEQUATE YEARLY PROGRESS |            |
|---|------------|
| <b>Met AYP</b>                                    | <b>Yes</b> |
| <b>Met schoolwide participation rate</b>          | <b>Yes</b> |
| <b>Met schoolwide test score goals</b>            | <b>Yes</b> |
| <b>Met subgroup* participation rate</b>           | <b>Yes</b> |
| <b>Met subgroup* test score goals</b>             | <b>Yes</b> |
| <b>Met schoolwide API for AYP</b>                 | <b>Yes</b> |
| <b>Met graduation rate</b>                        | <b>Yes</b> |
| <b>Program Improvement School</b>                 | <b>No</b>  |

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004-2005 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL   ● DID NOT MEET GOAL   ● NOT ENOUGH STUDENTS

|                                  | English/Language Arts              |                                       | Math                               |                                       |
|----------------------------------|------------------------------------|---------------------------------------|------------------------------------|---------------------------------------|
|                                  | DID 95% OF STUDENTS TAKE THE TEST? | DID 22.3% MEET OBJECTIVE ON THE TEST? | DID 95% OF STUDENTS TAKE THE TEST? | DID 20.9% MEET OBJECTIVE ON THE TEST? |
| <b>SCHOOLWIDE RESULTS</b>        | ●                                  | ●                                     | ●                                  | ●                                     |
| <b>SUBGROUPS OF STUDENTS</b>     |                                    |                                       |                                    |                                       |
| <b>Low income</b>                | ●                                  | ●                                     | ●                                  | ●                                     |
| <b>Students learning English</b> | ●                                  | ●                                     | ●                                  | ●                                     |
| <b>STUDENTS BY ETHNICITY</b>     |                                    |                                       |                                    |                                       |
| <b>Hispanic/Latino</b>           | ●                                  | ●                                     | ●                                  | ●                                     |

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we’ve met; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

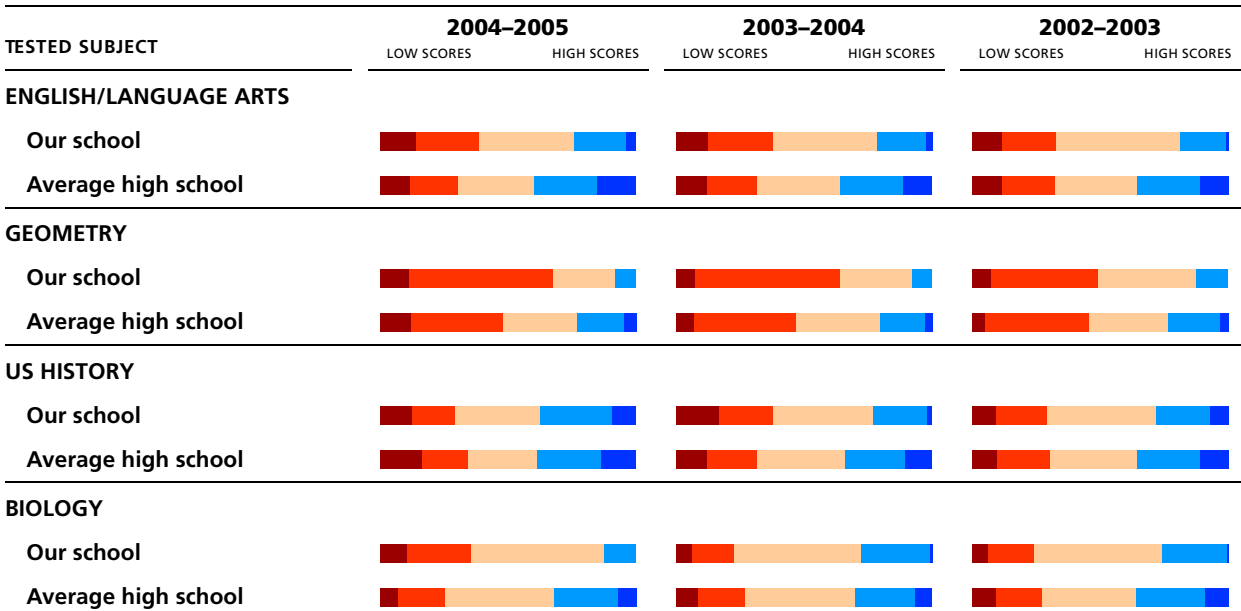
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

### California Standards Tests: Top Scores Only (Proficient and Advanced)

| TESTED SUBJECT               | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------|-----------|-----------|-----------|
| <b>ENGLISH/LANGUAGE ARTS</b> |           |           |           |
| Our school                   | 25%       | 23%       | 20%       |
| Average high school          | 40%       | 37%       | 36%       |
| <b>GEOMETRY</b>              |           |           |           |
| Our school                   | 10%       | 10%       | 14%       |
| Average high school          | 24%       | 22%       | 25%       |
| <b>US HISTORY</b>            |           |           |           |
| Our school                   | 38%       | 24%       | 28%       |
| Average high school          | 39%       | 35%       | 36%       |
| <b>BIOLOGY</b>               |           |           |           |
| Our school                   | 14%       | 29%       | 27%       |
| Average high school          | 33%       | 31%       | 37%       |

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

## Frequently Asked Questions

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online at the [STAR Web site](#). Summary scores about advanced and proficient students in the school and district are online in the [technical appendix](#) to this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. The number of questions students must answer correctly to be grouped into one of these proficiency levels is in the [CDE's technical memo](#) on the CDE's Web site.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY?** These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” Students' CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** California's standards are very high, and the tests that measure students' mastery are difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state's standards to be among the most clear and rigorous in the country. Here you can review the [California Content Standards](#).

**ARE ALL STUDENTS' SCORES INCLUDED?** Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

**HOW STATISTICALLY RELIABLE ARE THESE RESULTS?** The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE suppresses scores when fewer than eleven students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE's Web site](#). These are examples of questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has placed a wealth of resources on its Web site. First, the STAR Web site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. This site includes explanations of [technical terms](#) and scores. You'll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

**WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT?** California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting the CST results from one course in each of the four core subjects. For science, we've selected biology because it is the science course taken by more students statewide than any other. For math, we've selected geometry because algebra is now supposed to be taken by eighth graders, leaving geometry as the class for freshmen and sophomores to take. In social studies, we've selected US history, which is taken by all juniors (eleventh graders).

English/language arts is the one course that summarizes the results of students in grades nine through eleven. We are not reporting the results of the California High School Exit Exam until next year.

### English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

| GROUP                             | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|-----------------------------------|------------|-------------|------------------------|-----------------|---|
| SCHOOLWIDE AVERAGE                |            |             | 25%                    | 98%             | <b>SCHOOLWIDE AVERAGE:</b> About 15 percent fewer students at our school scored proficient or advanced than at the average high school in California. |
| AVERAGE HIGH SCHOOL IN CALIFORNIA |            |             | 40%                    | 97%             |   |

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

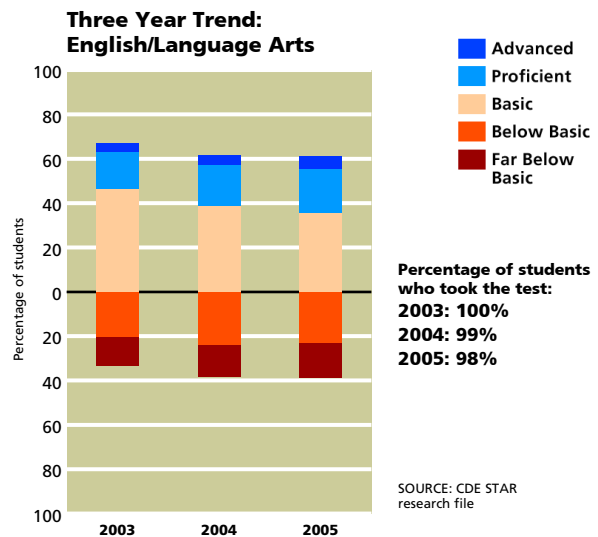
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

| GROUP                 | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|-----------------------|------------|-------------|------------------------|-----------------|---|
| Boys                  |            |             | 24%                    | 697             | <b>GENDER:</b> About four percent more girls than boys at our school scored proficient or advanced.   |
| Girls                 |            |             | 28%                    | 643             |   |
| English proficient    |            |             | 30%                    | 1,080           | <b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.                               |
| English learners      |            |             | 9%                     | 260             |   |
| Low income            |            |             | 22%                    | 907             | <b>INCOME:</b> About ten percent fewer students from lower income families scored proficient or advanced than our other students.   |
| Not low income        |            |             | 32%                    | 433             |   |
| Learning disabled     |            |             | 3%                     | 118             | <b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences. |
| Not learning disabled |            |             | 28%                    | 1,212           |   |
| Hispanic/Latino       |            |             | 25%                    | 1,228           | <b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.             |
| White/Other           |            |             | 34%                    | 62              |   |

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the English/language arts standards for [ninth and tenth](#) grades and [eleventh and twelfth](#) grades, visit the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



### Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

| GROUP                             | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|-----------------------------------|------------|-------------|------------------------|-----------------|---|
| SCHOOLWIDE AVERAGE                |            |             | 10%                    | 21%             | <b>SCHOOLWIDE AVERAGE:</b> About 14 percent fewer students at our school scored proficient or advanced than at the average high school in California. |
| AVERAGE HIGH SCHOOL IN THE COUNTY |            |             | 18%                    | 24%             |   |
| AVERAGE HIGH SCHOOL IN CALIFORNIA |            |             | 24%                    | 23%             |   |

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

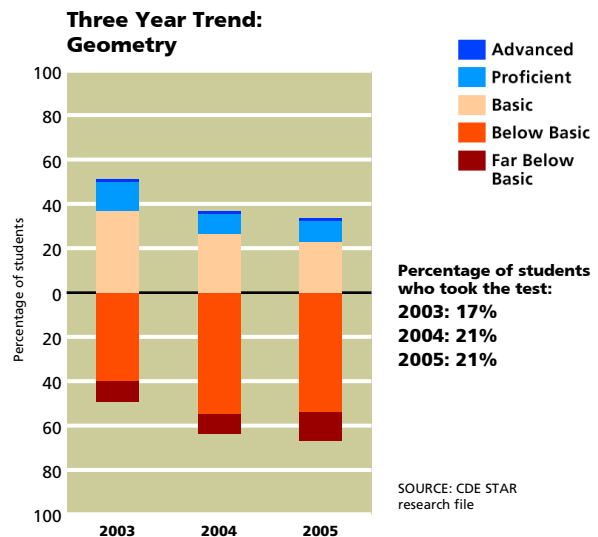
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

| GROUP                 | LOW SCORES                    | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS   |
|-----------------------|-------------------------------|-------------|------------------------|-----------------|--|
| Boys                  |                               |             | 11%                    | 144             | <b>GENDER:</b> About two percent more boys than girls at our school scored proficient or advanced.   |
| Girls                 |                               |             | 9%                     | 151             |  |
| English proficient    |                               |             | 11%                    | 236             | <b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.  |
| English learners      |                               |             | 3%                     | 59              |  |
| Learning disabled     | NO DATA AVAILABLE             |             | N/A                    | 0               | <b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant. |
| Not learning disabled |                               |             | 10%                    | 288             |  |
| Low income            |                               |             | 7%                     | 200             | <b>INCOME:</b> About nine percent fewer students from lower income families scored proficient or advanced than our other students.   |
| Not low income        |                               |             | 16%                    | 95              |  |
| Hispanic/Latino       |                               |             | 10%                    | 275             | <b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.  |
| White/Other           | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 11              |  |

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes geometry is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 21 percent of our students took the geometry standards test, compared to 23 percent of all high school students statewide. To read more about the math standards for grades eight through twelve, as well as the California standards for geometry, visit the CDE's Web site.



### US History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

| GROUP                             | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS   |
|-----------------------------------|------------|-------------|------------------------|-----------------|--|
| SCHOOLWIDE AVERAGE                |            |             | 38%                    | 98%             | <b>SCHOOLWIDE AVERAGE:</b> About one percent fewer students at our school scored proficient or advanced than at the average high school in California. |
| AVERAGE HIGH SCHOOL IN THE COUNTY |            |             | 36%                    | 94%             |  |
| AVERAGE HIGH SCHOOL IN CALIFORNIA |            |             | 39%                    | 94%             |  |

### Subgroup Test Scores

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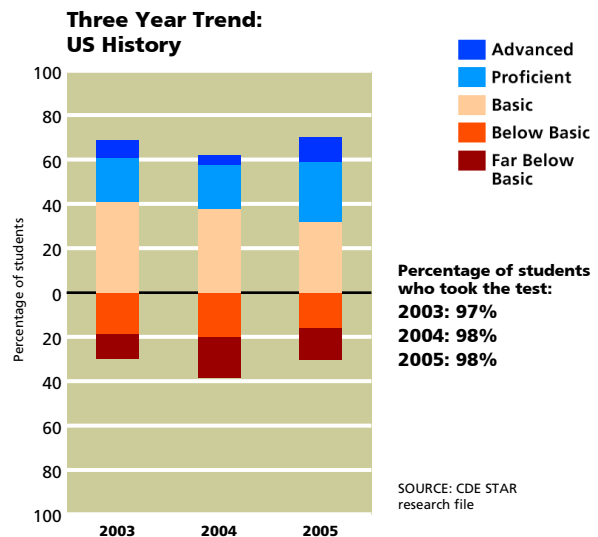
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| GROUP                 | LOW SCORES                    | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|-----------------------|-------------------------------|-------------|------------------------|-----------------|---|
| Boys                  |                               |             | 43%                    | 194             | <b>GENDER:</b> About 11 percent more boys than girls at our school scored proficient or advanced.   |
| Girls                 |                               |             | 32%                    | 185             |   |
| English proficient    |                               |             | 45%                    | 296             | <b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.                               |
| English learners      |                               |             | 13%                    | 83              |   |
| Low income            |                               |             | 32%                    | 243             | <b>INCOME:</b> About 16 percent fewer students from lower income families scored proficient or advanced than our other students.  |
| Not low income        |                               |             | 48%                    | 136             |   |
| Learning disabled     |                               |             | 6%                     | 34              | <b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences. |
| Not learning disabled |                               |             | 41%                    | 341             |   |
| Hispanic/Latino       |                               |             | 36%                    | 352             | <b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.   |
| White/Other           | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 17              |   |

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the history standards for [tenth](#), [eleventh](#), and [twelfth](#) grades, visit the CDE's Web site.



## Biology

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

| GROUP                             | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|-----------------------------------|------------|-------------|------------------------|-----------------|---|
| SCHOOLWIDE AVERAGE                |            |             | 14%                    | 46%             | <b>SCHOOLWIDE AVERAGE:</b> About 19 percent fewer students at our school scored proficient or advanced than at the average high school in California. |
| AVERAGE HIGH SCHOOL IN THE COUNTY |            |             | 28%                    | 33%             |   |
| AVERAGE HIGH SCHOOL IN CALIFORNIA |            |             | 33%                    | 33%             |   |

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

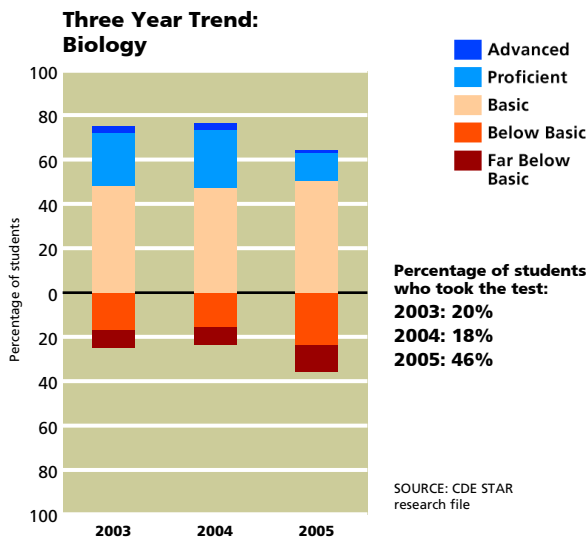
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

| GROUP                 | LOW SCORES                    | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS  |
|-----------------------|-------------------------------|-------------|------------------------|-----------------|---|
| Boys                  |                               |             | 15%                    | 325             | <b>GENDER:</b> About two percent more boys than girls at our school scored proficient or advanced.  |
| Girls                 |                               |             | 13%                    | 310             |   |
| English proficient    |                               |             | 16%                    | 493             | <b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.                               |
| English learners      |                               |             | 8%                     | 142             |   |
| Low income            |                               |             | 12%                    | 429             | <b>INCOME:</b> About seven percent fewer students from lower income families scored proficient or advanced than our other students.   |
| Not low income        |                               |             | 19%                    | 206             |   |
| Learning disabled     |                               |             | 7%                     | 42              | <b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences. |
| Not learning disabled |                               |             | 15%                    | 590             |   |
| Hispanic/Latino       |                               |             | 14%                    | 592             | <b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.   |
| White/Other           | DATA STATISTICALLY UNRELIABLE |             | N/S                    | 22              |   |

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes biology is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 46 percent of our students took the biology standards test, compared to 33 percent of all high school students statewide. To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the CDE's Web site.



### **Other Measures of Student Achievement**

Every high school requires students to complete assignments that measure the attainment of specific goals for each grade known as the Expected Schoolwide Learning Results. These projects lead to the final senior project. We are on a quarter/semester system and send home progress reports or grades every four and a half weeks. Parents are encouraged to attend Back-to-School Night and to request a parent conference when needed.

**PREPARATION FOR COLLEGE AND THE WORKFORCE**

**College Preparation**

The Expanded Horizons office staff, including the director, a part-time college advisor, and four university outreach specialists, provide students academic, career, and post-secondary counseling. We hold college application and financial aid workshops for students and parents during the evenings and on Saturdays. Counselors and staff concentrate on helping students complete the college entrance requirements, known as the A-G requirements. The SAT preparation workshop is held on campus in the spring. Pioneer teachers who are College Board trained teach these courses. Cost is kept to a minimum, and many students increased their real SAT score by 100 points.

| KEY FACTOR  | DESCRIPTION  | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|--|------------|----------------|---------------|
| <b>SAT verbal</b>                                     | Average score of juniors and seniors taking the test, 2004–2005  | 411        | 478            | 499           |
| <b>SAT math</b>                                       | Average score of juniors and seniors taking the test, 2004–2005  | 443        | 503            | 521           |
| <b>SAT participation rate</b>                         | Percentage of seniors who took the test, 2004–2005   | 42%        | 39%            | 36%           |
| <b>AP exams</b>                                       | Number of Advanced Placement (AP) exams taken and passed per 100 juniors and seniors, 2004–2005                | 15         | 27             | 25            |
| <b>Students meeting UC or CSU course requirements</b> | Percentage of graduates passing all of the courses required for admission to the UC or CSU systems, 2003–2004  | 23%        | 36%            | 34%           |
| <b>Students attending UC</b>                          | Percentage of graduates who actually attended any campus of the UC system, 2003–2004                           | 3%         | 7%             | 7%            |
| <b>Students attending CSU</b>                         | Percentage of graduates who actually attended any campus of the CSU system, 2003–2004                          | 13%        | 10%            | 10%           |
| <b>Students attending community colleges</b>          | Percentage of graduates who actually attended any campus of the California community college system, 2003–2004 | 27%        | 31%            | 31%           |

SOURCE: SAT test data provided by the College Board for the 2004–2005 school year. It also provides the information about AP tests taken and passed. College attendance data is from the California Post-Secondary Education Commission for the graduating class of 2004. Enrollment in UC/CSU qualifying courses comes from the PAIF report of October 2004. County and state averages represent high schools only.

In the 2004–2005 academic year, 42 percent of Pioneer students took the SAT, compared to 36 percent of high school students in California.

Pioneer students scored 411 on the verbal portion of the SAT, compared to 499 for students throughout the state. On the math portion of the SAT, Pioneer students scored 443, compared to 521 for students throughout the state.

One way to find out if college-oriented students have access to appropriately challenging coursework is to look at the **Advanced Placement (AP)** courses a high school offers. These classes are not offered by all high schools. AP classes are usually considered to be the equivalent of college courses. Here at Pioneer, the number of AP exams taken and passed was 15 per 100 juniors and seniors. In California, by comparison, high school students successfully passed AP exams at a rate of 25 per 100 juniors and seniors.

The percentage of Pioneer’s students taking courses required for admission to the UC or the CSU system was 23 percent, compared to 34 percent for students in the state. This number is an indicator of whether the school is offering, and students are taking, the classes required for admission to the UC or CSU systems. **College attendance** data is limited to public colleges in California. Out of Pioneer’s 2004 graduating class, 43 percent went on to enroll in some part of the California public college system, compared to 48 percent of students throughout the state. Here’s the detail: three percent of the graduating class went to UC campuses, 13 percent went to CSU campuses, and 27 percent went to two-year colleges in the community college system.

### Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior or senior year. These include **honors**, **AP**, or **International Baccalaureate (IB)** courses. Students who take these AP or IB courses and pass the exams with scores of 3.0 or higher usually qualify for college credit. Our high school offers six different courses that you'll see listed in the table.

| SUBJECT                  | NUMBER OF COURSES | NUMBER OF CLASSES | ENROLLMENT |
|--------------------------|-------------------|-------------------|------------|
| Fine and Performing Arts | 0                 | 0                 | 0          |
| Computer Science         | 0                 | 0                 | 0          |
| English                  | 2                 | 3                 | 73         |
| Foreign Language         | 2                 | 3                 | 120        |
| Mathematics              | 1                 | 1                 | 23         |
| Science                  | 0                 | 0                 | 0          |
| Social Science           | 1                 | 1                 | 28         |

SOURCE: CBEDS PAIF October 2004

### Dropouts and Graduates

Our attendance coordinator and staff actively monitor student attendance and identify students with poor attendance patterns. Our school resource officer makes home visits to verify residence and/or to meet with parents and students regarding attendance. Our district has its own School Attendance Review Board that can intervene to prevent dropping out. Students who have previously dropped out or are behind due to poor attendance may be referred to one of the district alternative education programs. Academic programs in alternative education are more flexible and can accommodate students for whom comprehensive school attendance is impractical.

| KEY FACTOR             | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|------------------------|------------|----------------|---------------|
| <b>Dropout rate</b>    |            |                |               |
| 2003–2004              | 0%         | 5%             | 3%            |
| 2002–2003              | 0%         | 4%             | 3%            |
| 2001–2002              | 1%         | 3%             | 2%            |
| <b>Graduation rate</b> |            |                |               |
| 2003–2004              | 93%        | 80%            | 87%           |
| 2002–2003              | 92%        | 81%            | 87%           |
| 2001–2002              | 95%        | 82%            | 87%           |

SOURCE: Dropout data comes from the CBEDS census of October 2004. County and state averages represent high schools only.

**DROPOUT RATE:** We now count as a **dropout** any student who left school during 2003–2004 prior to completing the year and did not re-enroll. A dropout can also be a student who hasn't re-enrolled in our school for the 2004–2005 year by October 2005. Our dropout rate for the prior three years appears in the top part of the table.

Identifying dropouts is difficult because many students who leave school unexpectedly don't let us know why they're leaving or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise, at best.

**GRADUATION RATE:** The **graduation rate** is an estimate of our school's success in keeping students in school. It is really a federal definition, used in No Child Left Behind to determine "adequate yearly progress." It is also one part of California's way of determining a high school's Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate, at best, because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

### Workforce Preparation

The Tri-Cities Regional Occupational Program (ROP) provides students career preparation classes on campus, including Administration of Justice, Automotive Technology, Forensic Science, Introduction to Medical Careers, Printing Careers, and Careers in Education. In addition, Pioneer offers a variety of career preparation opportunities, including the Pioneer Academy for Careers in Education, which guides students into the world of teaching. Graphic Design, Three D Design, Web Design, and Digital Arts offer students an opportunity to take courses leading to a career in the arts. The Junior Reserve Officers Training curriculum enhances leadership skills and builds self-discipline in students. Career Day is a yearly event that brings together alumni and community for student exposure to career and other post-secondary options.

| KEY FACTOR                              | DESCRIPTION   | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|---|------------|----------------|---------------|
| <b>Career technical education (CTE)</b> | Percentage of students enrolled in a CTE course               | 28%        | 22%            | 28%           |
| <b>CTE graduates</b>                    | Percentage of graduates who completed a series of CTE courses | N/A        | N/A            | N/A           |

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. The table above shows the percentage of our students who enrolled in a career technical education course at any time during the school year. At our school, 470 students were enrolled in one or more of these courses, as reported in October 2004.

More information about the programs our school offers in career technical education are available from the following links. In addition to a listing of [courses and programs](#), you will also find facts about the rate at which students completed these programs. Information about [career technical education](#) policy is available on the CDE Web site.

**STUDENTS**

**Students' English Language Skills**

At Pioneer, 81 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall. Of the 19 percent of Pioneer students who were still learning English, 11 percent advanced to English proficiency since the prior census.

| LANGUAGE SKILLS             | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| English proficient students | 81%        | 80%            | 85%           |
| English learners            | 19%        | 20%            | 15%           |

SOURCE: Language Census for school year 2004–2005. County and state averages represent high schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 341 students classified as English learners. At Pioneer, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

| LANGUAGE         | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|------------------|------------|----------------|---------------|
| Spanish          | 99%        | 87%            | 82%           |
| Vietnamese       | 0%         | 1%             | 2%            |
| Hmong            | 0%         | 0%             | 2%            |
| Cantonese        | 0%         | 1%             | 2%            |
| Filipino/Tagalog | 0%         | 1%             | 2%            |
| Khmer/Cambodian  | 0%         | 1%             | 1%            |
| Korean           | 0%         | 2%             | 1%            |
| All other        | 0%         | 7%             | 8%            |

SOURCE: Language Census for school year 2004–2005. County and state averages represent high schools only.

**Ethnicity**

Most students at Pioneer identify themselves as Latino/Hispanic. In fact, there are about 17 times as many Latino/Hispanic students as White/European American/Other students, the second-largest ethnic group at Pioneer. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

| ETHNICITY                       | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---------------------------------|------------|----------------|---------------|
| African American                | 2%         | 11%            | 8%            |
| Asian American/Pacific Islander | 2%         | 12%            | 12%           |
| Latino/Hispanic                 | 91%        | 56%            | 41%           |
| White/European American/Other   | 5%         | 20%            | 38%           |

SOURCE: CBEDS census of October 2004. County and state averages represent high schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earn less than \$34,873 a year (based on a family of four) in the 2004–2005 school year. At Pioneer, 67 percent of the students qualified for this program, compared to 36 percent of students in California.

| FAMILY FACTORS              | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| Low-income indicator        | 67%        | 49%            | 36%           |
| Parents with some college   | 34%        | 52%            | 59%           |
| Parents with college degree | 10%        | 31%            | 37%           |

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004–2005 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 34 percent of the students at Pioneer have attended college and ten percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

The average class size at Pioneer varies from a low of 27 students to a high of 35. Our average class size schoolwide is 31 students. The average class size for high schools in the state is 29 students. This table shows the average class sizes of our core courses compared to those of the county and state.

| AVERAGE CLASS SIZE OF CORE COURSES | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|------------------------------------|------------|----------------|---------------|
| English                            | 27         | 26             | 26            |
| History                            | 34         | 32             | 30            |
| Math                               | 29         | 29             | 28            |
| Science                            | 35         | 32             | 30            |

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

**Safety**

Here we're sharing facts with you about our school's safety in three areas: drug or alcohol incidents, crimes against people, and property crimes. If you wish, you may request additional information by contacting the district office.

| NUMBER OF INCIDENTS PER 1,000 STUDENTS | 2002-2003 | 2003-2004 | 2004-2005 |
|--|-----------|-----------|-----------|
| Drug or alcohol related                | N/A       | 0         | 0         |
| Crimes against people                  | 0         | 0         | 0         |
| Property crimes                        | 0         | 0         | 0         |

SOURCE: This data comes from the school district office.

In the calendar year 2005, we reported no drug or alcohol incidents (zero per thousand students), no crimes against people (zero per thousand students), and no property crimes (zero per thousand students). For comparison, the average high school in California reported 12 drug or alcohol incidents per thousand students, five crimes against people per thousand students, and six property crimes per thousand students, according to the California Safe School Assessment of 2001. Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

Our school safety plan was reviewed and revised in March, 2005. The plan includes disaster preparedness guidelines and evacuation procedures for earthquakes and other emergencies. We conduct disaster drills periodically throughout the school year. We review school discipline rules with parents and students at the beginning of the school year. We have a School Resource Officer (SRO) and district security staff who are on campus every day. We meet monthly with representatives from law enforcement to review crime information to ensure the safety of our school. A highly visible SRO, security staff, and administrative team have been effective deterrents to crime on our campus.

**Homework**

Students must complete homework in all core courses and in all college-preparatory, honors, and Advanced Placement (AP) elective courses. While most assignments are given during the week and due before the weekend, students are expected to complete projects such as book reports, benchmark research assignments, and the senior project over a longer period of time.

## Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

We elicit input from staff, students, and parents during our annual review of the school discipline plan. The school rules reflect a combination of State Education Code requirements and local rules representing the values and safety requirements of our school. School discipline rules are published in the student-parent handbook distributed to each student. In addition, administrators and counselors conduct classroom presentations every fall to ensure that all students understand the school rules, the students' responsibility

for good citizenship on campus, and the message that the rules exist to provide a safe and secure school environment. Disciplinary action can include detention, in-school suspension, home suspension, or expulsion for serious infractions. We take serious disciplinary action for incidents involving drugs or weapons.

During the 2004–2005 school year, we had 253 suspension incidents. We had one expulsion incident. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

| SUSPENSIONS AND EXPULSIONS          | YEAR      | OUR SCHOOL | DISTRICT AVERAGE |
|-------------------------------------|-----------|------------|------------------|
| <b>Suspensions per 100 students</b> | 2004–2005 | 14         | N/A              |
|                                     | 2003–2004 | 15         | N/A              |
|                                     | 2002–2003 | 15         | N/A              |
| <b>Expulsions per 100 students</b>  | 2004–2005 | 0          | N/A              |
|                                     | 2003–2004 | 0          | N/A              |
|                                     | 2002–2003 | 0          | N/A              |

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent high schools only.

## Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our results are compared to other students' results in the district and state. If you want to learn more about [physical fitness testing and standards](#), you'll find information on the CDE Web site.

| CATEGORY                     | OUR SCHOOL | DISTRICT AVERAGE | STATE AVERAGE |
|------------------------------|------------|------------------|---------------|
| <b>Boys in Fitness Zone</b>  | 26%        | 37%              | 28%           |
| <b>Girls in Fitness Zone</b> | 33%        | 31%              | 26%           |
| <b>Total</b>                 | 29%        | 34%              | 27%           |

SOURCE: 2004–2005 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

## Schedule

The school year includes 180 days of instruction. Pioneer is on a modified block schedule. Students take all of their classes on Monday, even periods on Tuesday and Thursday, and odd periods on Wednesday and Friday. Staff collaboration occurs on Tuesday and Friday from 8 a.m. until 9 a.m. We have tutoring in all classrooms on Wednesday and Thursday from 8 a.m. until 9 a.m. On Monday, class begins at 8 a.m. School begins at 9 a.m. Tuesday through Friday. Zero period is offered daily.

## Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

| TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES) | OUR DISTRICT | STATE MINIMUM |
|--|--------------|---------------|
| <b>Grade 9</b>   | 65,636       | 64,800        |
| <b>Grade 10</b>  | 65,636       | 64,800        |
| <b>Grade 11</b>  | 65,636       | 64,800        |
| <b>Grade 12</b>  | 65,636       | 64,800        |

SOURCE: This data is reported by school district staff.

**TEACHERS AND STAFF**

**Principal**

Roberta Berg has been principal of this school for five years. Our principal has five years of experience as a principal and 12 as a teacher.

Our Administrative and Leadership Teams, in conjunction with our SSC, are instrumental in creating our School Plan. The entire staff reviews and revises this plan. Our school leadership is composed of three assistant principals (curriculum, guidance, and business and activities); the Expanded Horizon director; department chairs; course leaders; the intervention specialist; a district new teacher advisor; and a consulting teacher for new teacher support.

**Teacher Experience and Education**

| KEY FACTOR                                     | DESCRIPTION   | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|--|---|------------|----------------|---------------|
| <b>Teaching experience</b>                     | Average years of teaching experience  | 12         | 12             | 13            |
| <b>Newer teachers</b>                          | Percentage of teachers with one or two years of teaching experience                         | 13%        | 16%            | 14%           |
| <b>Teachers holding an MA degree or higher</b> | Percentage of teachers with a master’s degree or higher from a graduate school              | 38%        | 39%            | 37%           |
| <b>Teachers holding a BA degree alone</b>      | Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college | 63%        | 60%            | 62%           |

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About 13 percent of our teachers are relatively new to teaching, having taught two years or less. This number is about the same as the percentage of new teachers in other high schools in California. Our teachers have, on average, 12 years of experience. About 63 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 38 percent have completed a master’s degree or higher.

**Credentials Held by Our Teachers**

| KEY FACTOR                         | DESCRIPTION   | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|------------------------------------|---|------------|----------------|---------------|
| <b>Fully credentialed teachers</b> | Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level | 82%        | 84%            | 90%           |
| <b>Trainee credential holders</b>  | Percentage of staff holding an internship credential  | 10%        | 12%            | 6%            |
| <b>Emergency permit holders</b>    | Percentage of staff holding an emergency permit   | 7%         | 7%             | 5%            |
| <b>Teachers with waivers</b>       | Lowest level of accreditation, used by districts when they have no other option                       | 1%         | 1%             | 1%            |

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 82 percent of the faculty at Pioneer hold a full credential. This number is lower than the average for all high schools in the state. About ten percent of the faculty at Pioneer hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, six percent of high school teachers throughout the state hold trainee credentials. About seven percent of our faculty hold emergency permits. Very few high school teachers hold this authorization statewide (just five percent).

About 88 percent of the faculty at Pioneer hold the secondary (single-subject) credential. This number is below the average for high schools in California, which is 90 percent. You can find three years of data about teachers’ credentials in the [technical appendix](#) to this report.

**Indicators of Teachers Who May Be Underprepared**

| KEY FACTOR  | DESCRIPTION  | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|---|--|------------|----------------|---------------|
| <b>Courses taught by a teacher not meeting NCLB standards</b> | Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB | 21%        | N/A            | 26%           |
| <b>Out-of-field teaching: courses</b>                         | Percentage of core courses taught by a teacher who lacks the right credential for the course                 | 5%         | 12%            | 10%           |
| <b>Out-of-field teaching: students</b>                        | Percentage of students in core courses taught by a teacher who lacks the right credential for the course     | 5%         | 10%            | 9%            |
| <b>Teachers lacking a full credential</b>                     | Percentage of teachers without a full, clear credential  | 18%        | 16%            | 10%           |

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses and students taught by teachers who are considered to be less than “highly qualified.” The exceptions known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About five percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by high school teachers statewide.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About 18 percent of our teachers were working without full credentials, compared to ten percent of teachers in high schools statewide.

### Out-of-Field Teaching, Detail by Selected Subject Areas

| CORE COURSE           | DESCRIPTION  | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------|--|------------|----------------|---------------|
| <b>ENGLISH</b>        |  |            |                |               |
| <b>Courses</b>        | Percentage of English courses taught by a teacher lacking the right subject area authorization         | 1%         | 10%            | 7%            |
| <b>Enrollment</b>     | Percentage of English students taught by a teacher lacking the right subject area authorization        | 1%         | 8%             | 6%            |
| <b>MATH</b>           |  |            |                |               |
| <b>Courses</b>        | Percentage of math courses taught by a teacher lacking the right subject area authorization            | 0%         | 10%            | 7%            |
| <b>Enrollment</b>     | Percentage of math students taught by a teacher lacking the right subject area authorization           | 0%         | 8%             | 5%            |
| <b>SCIENCE</b>        |  |            |                |               |
| <b>Courses</b>        | Percentage of science courses taught by a teacher lacking the right subject area authorization         | 7%         | 10%            | 14%           |
| <b>Enrollment</b>     | Percentage of science students taught by a teacher lacking the right subject area authorization        | 7%         | 10%            | 13%           |
| <b>SOCIAL SCIENCE</b> |  |            |                |               |
| <b>Courses</b>        | Percentage of social science courses taught by a teacher lacking the right subject area authorization  | 13%        | 14%            | 10%           |
| <b>Enrollment</b>     | Percentage of social science students taught by a teacher lacking the right subject area authorization | 14%        | 13%            | 9%            |

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The detail above shows the differing impact of out-of-field teaching in each of the core subject areas. About five percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by high school teachers statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2005–2006 school year.

### Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

This table shows how teachers considered to be less than “highly qualified” are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB’s standard.

The districtwide average is 18 percent, compared to 26 percent statewide. For those

schools with the highest percentage of students getting free and reduced-price lunches, this factor is 100 percent, compared to 35 percent statewide. For those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is 12 percent, compared to 21 percent statewide.

| DISTRICT FACTOR   | DESCRIPTION  | DISTRICT AVERAGE |
|---|--|------------------|
| <b>Courses taught by a teacher not meeting NCLB standards</b> | Percentage of core courses not taught by “highly qualified” teachers | 18%              |
| <b>Schools with most low income students</b>                  | Percentage of core courses not taught by “highly qualified” teachers | 100%             |
| <b>Schools with fewest low income students</b>                | Percentage of core courses not taught by “highly qualified” teachers | 12%              |

SOURCE: Consolidated Application. Schools in the district are divided into quartiles, based on their students’ free lunch entitlements. Top and bottom quartiles are compared.

## **Evaluating and Improving Teachers**

Probationary and tenured teachers are evaluated based on the California Standards for the Teaching Profession. Newly hired teachers receive support from one induction specialist and three district new teacher advisors as well as consulting teachers at each site. Our district has a Peer Assistance and Review Program and Panel that support teachers who receive an unsatisfactory grade on their evaluation. This year we have no referred teachers.

## **Staff Development**

Teachers collaborate weekly to discuss teaching strategies, analyze common assessments, and review student work. Pioneer conducts three professional development buy-back (unused sick leave) days each year. Topics for these days are chosen based upon teacher interest, the academic needs of our students, and district goals. In addition, staff attends training on and off campus in such areas as AVID, Gifted and Talented Education (GATE), or strategies for English learners.

## **Teacher Assignment**

We hired 83 new teachers in our district for the 2004–2005 school year. Four district new teacher advisors administered our support program for new teachers; 36 of our new teachers entered this program. The remaining teachers were experienced or interns supported by onsite consulting teachers or university advisors.

## **Substitute Teachers**

We have 175 teachers in our district substitute pool. We require substitutes to hold a bachelor's degree and have a passing score on the California Basic Educational Skills Test. While our substitute pool is adequate, occasionally an absence is called in too late to find a substitute. In this case other teachers cover the absent teacher's classes during their preparation periods. We hire from our substitute pool when we identify a teacher who fulfills our requirements.

## **Academic Guidance Counselors**

Our school has four full-time equivalent academic counselors. This means that we have the equivalent of one counselor for every 453 students. Just for reference, California districts employ about one academic counselor for every 509 high school students in the state. According to the National Center for Education Statistics, California ranks the lowest among all 50 states in the number of students per counselor. More information about [counseling and student support](#) is available on the CDE Web site.

### Specialized Programs and Staff

Students at our school benefit from the services of full-time school counselors. Counselors provide a broad range of student support services, including individual and group counseling, college and financial aid counseling, post-high school planning and preparation, and academic program planning. Counselors also act as liaisons to connect students with community resources. Our psychologist administers assessments and evaluates students. We have a library technician and resource specialists to work with special education students.

**GIFTED AND TALENTED EDUCATION:** Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 66 students who qualify for this program. GATE students are placed in courses appropriate to their skills and talents, including honors and AP courses, fine arts classes (choral and instrumental music as well as theater and visual arts), foreign language, and practical arts. GATE students also have the opportunity to develop their leadership skills through various co-curricular activities. Through their senior projects, GATE students can research, conduct fieldwork, and present to a community panel on a topic of special interest to them.

**SPECIAL EDUCATION PROGRAM:** Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 207 students who qualify for these **special education** programs. Our special education students are offered a full continuum of services to meet their unique needs. The instruction for each student is based on his or her Individual Education Plan (IEP). These services may include support within the general education classroom and/or specialized instruction from a special education teacher. Currently we have 26 Resource Program Specialists and 43 Special Day Class teachers throughout the district who support students with exceptional needs.

**ENGLISH LEARNER PROGRAM:** Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible. Our English learners receive instruction in social studies, mathematics, and science in separate classes using specific strategies that make the subject matter comprehensible. These classes use the standards for English Language Development as well as state content standards to guide instruction.

All teachers are fully credentialed and/or are certified in Cross-Cultural Language and Academic Development (CLAD) to teach English Learners. A full-time bilingual specialist, full-time bilingual instructional assistant for the reading classes, and full-time compensatory education director are hired as a team to assist English learners and monitor their progress.

### Specialized Resource Staff

In addition to teachers and administrators, our school may employ other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Most of these professionals work part time. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students' needs change. For these reasons, the staffing counts you see here may be inexact, and may also differ from the staffing provided today in this school.

| STAFF POSITION                      | STAFF (FTE) |
|-------------------------------------|-------------|
| Counselors                          | 4.0         |
| Librarians                          | 0.0         |
| Psychologists                       | 0.0         |
| Social workers                      | 0.0         |
| Nurses                              | 0.0         |
| Speech/language/hearing specialists | 0.0         |
| Resource specialists                | 0.0         |

SOURCE: CBEDS census, October 2004.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the [content standards for each subject at each grade level](#) on the Web site of the California Department of Education.

### Reading and Writing

Our English/language arts curriculum is based on the California Content Standards for each grade level. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. Our students read and respond to significant works of literature that reflect or enhance their studies of history and social science. They also write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters.

### Math

Our math curriculum is based on the California Content Standards for each grade level. Most of our students begin their study of algebra during middle school and complete their algebra coursework in high school. By studying algebra, students develop an understanding of the symbolic language of mathematics. They also learn to use their algebraic skills and concepts in a wide variety of problem-solving situations. All students are required to complete three years of mathematics in order to graduate from high school. Students are encouraged to complete the UC entrance requirements of algebra 1, geometry, and algebra 2.

### Science

Our science curriculum is based on the California Content Standards for each grade level. In accordance with these standards, our science program features courses in physics, chemistry, biology, and integrated science. Our students learn to apply the principles of investigation and experimentation. We require all students to complete one year of biological science and one year of physical science in order to graduate. Beginning with the class of 2010, students will be required to complete three years of science.

### Social Studies

Our social studies curriculum is based on the California Content Standards for high school. We require all students to complete world civilization, US history, government, and economics in order to graduate. They study the rise of democratic ideas throughout the world, the roots of current world issues, global industrialization, and the impact of new technology. As part of our program, students also study the movement toward equal rights for racial minorities and women, the role of the United States as a major world power, and the US Constitution. Teachers seek to develop our students' intellectual, reasoning, reflective, and research skills.

## Textbooks

Below we show some of the textbooks we use at our school.

| TITLE                  | DATE OF PUBLICATION | SUBJECT        | IS THERE A BOOK FOR EACH STUDENT? | IS THIS BOOK ALIGNED WITH STATE STANDARDS? |
|------------------------|---------------------|----------------|-----------------------------------|--|
| Language of Literature | 2000                | Language arts  | Yes                               | Yes  |
| Geometry               | 2001                | Math           | Yes                               | Yes  |
| Biology                | 2006                | Science        | Yes                               | Yes  |
| The Americans          | 2002                | Social studies | Yes                               | Yes  |

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 school year, and whether those [textbooks](#) were in line with the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2005–2006 school year.

**RESOURCES**

**Buildings**

Our school includes 17 buildings, of which none are portables. Together they accommodate approximately 2,490 people. On an average day, 1,882 students and staff occupy these buildings, taking up 76 percent of our capacity. Pioneer High School opened in 1959. The school has 81 classroom/teaching stations, including seven computer labs, a library, gymnasium, boys’ and girls’ locker rooms, band room, cafeteria, and shop buildings.

In 2004–2005, the district repaved the large Pioneer/Washington Avenue parking lot and added lighting and planters. We installed new signs on both sides of the lot and created a new bus pick up/drop off zone with a waiting area. We renovated the stadium and practice football field turf during the summer.

We completed the modernization of classroom building G this year, and completed the demolition phase of building D to make way for the construction of six new science laboratory classrooms. We renovated the court area adjacent to the gymnasium to create additional stadium parking. We installed new basketball courts and added lighting to this area. We completed architectural design work for two new restroom and concession buildings. Site work for the new buildings began in fall 2005.

The multi-year Measure C facility improvement project continues at Pioneer High School. Local bond funds, Federal Emergency Management Administration funding, and state matching funds have been used to upgrade electrical, water, gas, and sewer systems to current standards. We installed air conditioning and wiring for technology in all completed classrooms. We modernized student restrooms in all completed buildings. We made all modernized buildings compliant with the Americans with Disabilities Act.

The district places a high priority on clean, safe, functional schools. District maintenance staff completes repairs in a timely manner. Custodial staff cleans and restocks all restrooms daily, and all toilets flush.

The district’s facilities team spent \$8,890 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures. This sum was less than one percent of the district’s deferred maintenance budget of \$2,909,686.

The bathrooms in our school contain 58 toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you’d like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

**Library**

The library is open during the school day, staffed by a full-time library technician. It houses a large collection of print materials that support the curriculum along with a varied selection of current fiction. The collection is updated throughout the year. Computers are readily available to access the Internet and the online catalogue. Students can visit the library with their classes as well as on their own.

**Computers**

We have 373 computers available for student use, which means that, on average, there is one computer for every five students. There are 75 classrooms connected to the Internet.

Pioneer has two complete computer labs with 35 computers each, six computers in the library, and seven in the Expanded Horizons College Corner. All computers are connected to the Internet. The labs are accessible before, during, and after school and teachers can take their classes to the labs and library through sign-ups. We have three fully equipped business labs. Every teacher has a desktop computer. Teachers use computers for writing, research, PowerPoint

| RESOURCES                            | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|--------------------------------------|------------|----------------|---------------|
| <b>Students per computer</b>         | 5          | 4              | 4             |
| <b>Internet-connected classrooms</b> | 75         | 74             | 61            |

SOURCE: CBED5 census of October 2004. County and state averages represent high schools only.

presentations, and simulations. Teachers use the computers to administer common assessments and access student data.

### **Parent Involvement**

We place a high priority on parent and community involvement. We give parents a yearly school calendar with tutoring days, the daily schedule, sporting events, and school activities. We invite parents to join the various organizations which meet regularly, including the PTSA, School Site Council (SSC), Titan Boosters, AVID, Band Boosters, Alumni Association, and GATE Advisory. SSC parents are trained yearly and are instrumental in the development of the School Plan and the approval of the School Improvement budget. Call Victoria Cuevas, the Expanded Horizons director, for information regarding any organization at (562) 698-8121 extension 5060.

**FUNDING**

State and federal categorical funds provide resources to enhance the academic success of underperforming students. The AVID tutors, a part-time college advisor, computer lab instructional assistant, a full-time reading instructional assistant, and a full-time bilingual specialist provide various services to these students. In addition, these funds enable teachers to take additional, specialized training for teaching English and math to English learners. We purchase materials to enrich their teaching by using federal and state funds for supporting English learners.

Our school’s expenditures can be viewed from the link below. You’ll find a comparative breakdown of our school’s [expenses](#) along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school’s expenditures is the result of a new law passed in the fall 2005 legislative session. If you’re seeking financial information about the school district as a whole, you’ll find that information below.

**District Expenses**

| CATEGORY OF EXPENSE          | OUR DISTRICT | SIMILAR DISTRICTS | ALL DISTRICTS |
|------------------------------|--------------|-------------------|---------------|
| <b>FISCAL YEAR 2003–2004</b> |              |                   |               |
| Total expenses               | \$84,115,724 | N/A               | N/A           |
| Expenses per student         | \$6,896      | \$7,007           | \$6,919       |
| <b>FISCAL YEAR 2002–2003</b> |              |                   |               |
| Total expenses               | \$83,596,136 | N/A               | N/A           |
| Expenses per student         | \$7,145      | \$6,977           | \$6,822       |

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,896 per student in the 2003–2004 school year, compared to \$7,007 for the average high-school district in the state. Our total operating expenses for the 2003–2004 year were \$84,115,724. Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details about our expenditures can be found at the [Ed-Data Partnership’s Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information is available on the [CDE’s Web site](#).

**District Salaries, 2003–2004**

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

| SALARY INFORMATION                                       | DISTRICT AVERAGE | STATE AVERAGE |
|--|------------------|---------------|
| <b>Beginning teacher’s salary</b>                        | \$36,719         | \$36,464      |
| <b>Midrange teacher’s salary</b>                         | \$62,773         | \$61,925      |
| <b>Highest-paid teacher’s salary</b>                     | \$77,816         | \$77,260      |
| <b>Average principal’s salary (high school)</b>          | \$119,326        | \$109,001     |
| <b>Superintendent’s salary</b>                           | \$145,838        | \$158,638     |
| <b>Percentage of budget for teachers’ salaries</b>       | 32%              | 38%           |
| <b>Percentage of budget for administrators’ salaries</b> | 3%               | 5%            |

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

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