

Executive Summary School Accountability Report Card, 2007-08

Shasta High School

Address: 2500 Eureka Way , Redding CA 96001-0335 Phone: (530) 241-4161
Principal: Milan Woollard Grade Span: 9 - 12

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

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Shasta High School was the first high school in Shasta County. Since our inception in 1899, our school has become the largest and one of the highest academically performing high schools in our county. We currently serve 1787 students in grades nine through twelve. We have an established tradition of academic excellence confirmed by student test scores on STAR (795), Advanced Placement (highest in the district and county), California High School Exit Exam (above the district, county and state average), ACT and SAT tests (both above the district, county and state average). Shasta High has been recognized twice as a California Distinguished School and is the only high school in our county to be recognized by "Newsweek" magazine as one of the top high schools in the nation. Our music and athletic programs are outstanding. We provide a full range of high quality educational programs that are aligned with the California Curriculum Framework and District standards. We provide a safe learning environment where all students can succeed. Our mission is for all students to graduate being positive communicators, academically excellent, and world citizens

Student Enrollment

Group	Percent
African American	0.86 %
American Indian or Alaska Native	2.71 %
Asian	3.23 %
Filipino	0.58 %
Hispanic or Latino	4.61 %
Pacific Islander	0.46 %
White (not Hispanic)	83.69 %
Multiple or No Response	3.86 %
Socioeconomically Disadvantaged	26 %
English Learners	1 %
Students with Disabilities	8 %
Total Number of students	1735

Teachers

Indicator	Teachers
Teachers with full credential	70
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	8
Total Teacher Misassignments	8

School Facilities

Summary of Most Recent Site Inspection

Our school was in the good to excellent range on all facility areas included in the inspection.

Repairs Needed

The roof on the library and main office is beginning to leak. The electrical wiring in the woodshop needs to be updated to add three phase power for our new C&C router. We need to redo the asphalt in two areas on our campus and modernize the bathrooms located next to the music building.

Corrective Actions Taken or Planned

The roof is scheduled to be replaced and an electrician is currently working on adding the three phase power in the woodshop. The bathroom by the music building is scheduled to be updated in October. The District is investigating the asphalt issue.

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 5,471
District	\$ 5,471
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	60.4%
Mathematics	35.3%
Science	59.0%
History-Social Science	55.4%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	795
Statewide Rank (from 2007 Base API Report)	9
2008-09 Program Improvement Status (PI Year)	Not in PI

School Completion

Indicator	Result
Graduation Rate	95.7 %

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	.63 %
Graduates Who Completed All Courses Required for University of California or California State University Admission	23.32 %

2007-08 School Accountability Report Card Report (SARC)

Shasta High School

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Shasta High	District Name	Shasta Union High
Street	2500 Eureka Way	Phone Number	(530) 241-3261
City, State, Zip	Redding , CA 96001-0335	Web Site	www.suhsd.net
Phone Number	(530) 241-4161	Superintendent	Jim Cloney
Principal	Milan Woollard	E-mail Address	jcloney@suhsd.net
E-mail Address	mwoollard@suhsd.net	CDS Code	45-70136-4537304

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

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

The vision for what all students should know and be able to do upon graduation from SHS was derived from a collaboration of all stakeholder groups: staff, students, parents and community. Our vision is that every student will have equal opportunity for success and graduate from a safe, supportive, and challenging learning environment. Shasta students will be positive communicators, academically excellent, and world citizens. This vision is clearly ESLR driven.

"Shasta County High School started its initial term Monday morning with flattering prospects," described the first day of public high school education in Shasta County, as reported in the September 9, 1899 issue of the [Redding Morning Searchlight](#). From the original 45 students to the present enrollment of 1787 students, Shasta High School has been the "leader of the north" in the quality of the education provided to its students. Shasta has excelled over the years, both academically and in co-curricular activities. Shasta was recognized

as a California Distinguished High School in 1992 and in 2007. The tradition of excellence is due in large part to strong leadership and a competent and committed instructional staff.

Opportunities for Parental Involvement (School Year 2007-08)

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

There are many opportunities for parents to be involved:

SITE Council – contact Milan Woollard, 241-4161

The SITE Council is a body of representatives comprised of all stakeholders in the school community. This includes: students, parents, teachers, other school personnel, and the principal. It provides a forum for all school community members to identify common goals and to establish a single plan to address those goals.

Athletic Boosters – contact Heath Bunton, 241-4161

The Athletic Boosters consists of parents, coaches, Athletic Director and the Athletic Administrator. Their purpose is to provide additional financial support for the entire athletic program at Shasta High School.

Parent Club – contact Leo Perez, 241-4161

This organization provides an opportunity of dialogue between the stakeholders and the school. They also select the Students of the Month and run the student recognition program.

Music Boosters – contact Gavin Spencer (vocal) or Lou Polcari (instrumental), 241-4161

The music boosters are divided into choral and instrumental boosters at Shasta High. These two groups work to enhance the music department’s equipment and instruments, build sets, take care of uniforms and costumes, and to coordinate fund raisers.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Grade 9	451
Grade 10	475
Grade 11	413
Grade 12	396
Total Enrollment	1735

Student Enrollment by Group (School Year 2007-08)

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

Group	Percent of Total Enrollment
African American	0.86 %
American Indian or Alaska Native	2.71 %
Asian	3.23 %
Filipino	0.58 %
Hispanic or Latino	4.61 %
Pacific Islander	0.46 %
White (not Hispanic)	83.69 %
Multiple or No Response	3.86 %

Socioeconomically Disadvantaged	26 %
English Learners	1 %
Students with Disabilities	8 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	27	13	20	25.9	29	19	15	25.1	27	16	13
Mathematics	27.5	23	11	18	26.8	26	19	16	25.6	27	10	15
Science	28.5	5	22	12	32.0	1	19	20	30.3	4	22	15
Social Science	36.0	3	7	32	31.5	8	21	28	30.7	5	20	25

III. School Climate

School Safety Plan (School Year 2007-08)

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

Safety of students and staff is a primary concern. Shasta High School has a comprehensive school safety plan that is updated yearly by the School Safety Committee and approved by the SITE Council. Our safety plan is well prepared and we practice emergency drills and evaluate our performance on a regular basis. The safety plan provides for maximum utilization of school personnel and facilities to care for disaster victims and to protect students and staff in the event of an emergency. In addition, our staff, freshmen and junior classes take the California Healthy Kids/School Climate Survey to help us evaluate and modify our safety plan.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	11.86	7.5	6.5	6.5	6.0	5.7
Expulsions	1.59	.69	.46	.65	.64	0.5

IV. School Facilities

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

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Shasta High School has an outstanding facility to support teaching and learning. We have 86 classrooms, a computer lab, a library, cafeteria, weight room, cardio room, swimming pool, a small theater, physical training room, three business labs, a band room, a choir room, and a main office area. All of our permanent classrooms underwent a 7.5 million dollar modernization in 2005. We constructed a new class wing with fifteen classrooms in 2006 and the front area of our campus was redone in 2008. We have also added a second gymnasium in 2007. This year we will remodel our last set of student restrooms on campus. The maintenance and custodial departments ensure that the facilities are cleaned and maintained on a daily basis. The District continually updates and repairs our campus as needed through a deferred maintenance program.

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

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems			X	Planned construction of new pool in summer 2009
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

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

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		GOOD		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	66	68	70	278
Without Full Credential	0	1	0	6
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	27	11	8
Total Teacher Misassignments	27	11	8
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98.5	1.5
All Schools in District	96.9	3.1
High-Poverty Schools in District	50.0	50.0
Low-Poverty Schools in District	97.5	2.5

VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.8	361
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	1	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes:</i> English I: <i>Literature Gold</i> © 2002 English II: <i>Literature Platinum</i> © 2002 English III: <i>The American Experience</i> © 2002 English IV: <i>The British Tradition</i> © 2002	0%
Mathematics	Algebra 1: <i>Algebra 1</i> (Prentice Hall) © 2007 CP Geometry: <i>Holt California Geometry</i> (Holt, Rinehart & Winston) © 2008 Geometry: <i>Geometry: Concepts & Skills</i> (McDougal Littell) © 2005 Algebra 2: <i>Holt California Algebra 2</i> (Holt, Rinehart & Winston) © 2008	0%

	Integrated Math 2: <i>Integrated Math Book 2</i> (McDougal-Littell) © 2002 Trigonometry/Precalculus: <i>Precalculus – Graphical, Numerical, Algebraic</i> (Prentice Hall) © 2007 Calculus: <i>Calculus: Graphical, Numerical, Algebraic</i> (Prentice Hall) © 2007 Statistics: <i>Elementary Statistics: A Step by Step Approach</i> (Glencoe/McGraw Hill) © 2007	
Science	Physical/Earth Science: <i>Earth Science</i> (McDougal Littell) © 2005 Biology: <i>Holt Modern Biology</i> (Holt, Rinehart & Winston) © 2006 Chemistry: <i>Holt Modern Chemistry</i> (Holt, Rinehart & Winston) © 2002 Physics: <i>Holt Physics</i> (Holt, Rinehart & Winston) © 2006	0%
History-Social Science	Intro to Social Science: <i>Sociology – The Study of Human Relationships</i> (Holt, Rinehart & Winston) © 2005 Personal Growth: <i>Health & Wellness</i> (Glencoe/McGraw Hill) © 2005 World History: <i>World History: Modern World</i> (Prentice Hall) © 2007 U.S. History: <i>The Americans: Reconstruction to the 21st Century</i> (McDougal-Littell) 2006 Economics: <i>Economics – Principles in Action</i> (Prentice Hall) © 2005 U.S. Government: <i>Magruder’s American Government</i> (Prentice Hall) © 2006	0%
Foreign Language	Spanish: <i>TPRS Instructional Materials</i> (Blaine Ray Workshops) French: <i>C’est a toi!</i> (EMC/Paradigm) © 2002 American Sign Language: <i>A Basic Course in ASL</i> (TJ Publishers/Harris Communication) © 1994; <i>Signing Naturally</i> (DawnSign Press)	0%
Health	<i>Health & Wellness</i> (Glencoe/McGraw Hill) © 2005	0%
Visual and Performing Arts	Art: <i>Art Talk</i> (Glencoe/McGraw Hill) © 2000; <i>Creative Artist</i> (North Light Books); <i>Keys to Drawing</i> (North Light Books) Music: <i>Essential Elements for Choirs</i> (Glencoe/McGraw Hill); <i>Guitar Method Books</i> (Mel Bay); <i>The Enjoyment of Music</i> (Peoples Publishing); <i>Music! Its Role & Importance in Our Lives</i> (Glencoe/McGraw Hill); <i>Sight Singing</i> (Masterworks Press); <i>Exercises for Ensemble Drill</i> (JW Pepper Music Co); <i>Artistry of Fundamentals-Band</i>	
Science Laboratory Equipment (grades 9-12)	All district science labs are fully equipped to teach students the standards-aligned science curricula.	0%

VIII. School Finances

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

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,895	\$5,471	\$60,451
District	N/A	\$5,471	\$60,451
Percent Difference – School Site and District	N/A	0%	0%
State	N/A	\$5300	\$65,574
Percent Difference – School Site and State	N/A	3.2%	-7.8%

Types of Services Funded (Fiscal Year 2007-08)

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

Shasta Union High School District spent an average of \$5,471 to educate each student (based on 2006-2007 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and contraction, and certain other expenditures. This calculation is required by law annually and compared with other districts

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38740	\$41367
Mid-Range Teacher Salary	\$59743	\$66967
Highest Teacher Salary	\$77652	\$85877
Average Principal Salary (Middle)	\$0	\$112947
Average Principal Salary (High)	\$100858	\$123438
Superintendent Salary	\$174833	\$185780
Percent of Budget for Teacher Salaries	33.7 %	37.1 %
Percent of Budget for Administrative Salaries	5.5 %	5.1 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	57	62	60	52	57	59	42	43	46
Mathematics	39	35	35	30	31	34	40	40	43
Science	62	59	59	49	52	55	35	38	46
History-Social Science	48	48	55	40	42	45	33	33	36

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

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	33	*	*	27
American Indian or Alaska Native	26	24	42	15
Asian	62	56	70	58
Filipino	*	*	*	*
Hispanic or Latino	57	32	50	44
Pacific Islander	*	*	*	*
White (not Hispanic)	61	35	61	57
Male	56	38	62	61
Female	65	32	56	50
Economically Disadvantaged	42	30	45	
English Learners	*	*	*	*
Students with Disabilities	10	6	11	
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

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

This table displays the percent of students achieving at the Proficient or Advanced level in English-

Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	68.2	70.6	61.7	63.3	66.0	64.6	51.1	48.6	52.9
Mathematics	53.7	61.9	59.8	50.2	59.5	61.6	46.8	49.9	51.3

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

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

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	38.3	42.2	19.5	40.2	41.2	18.6
Male	42.9	43.4	13.7	35.8	40.4	23.9
Female	33.6	40.8	25.6	44.5	42.2	13.3
African American	*	*	*	*	*	*
American Indian or Alaska Native	72.7	27.3	0.0	63.6	27.3	9.1
Asian	39.1	26.1	34.8	13.6	45.5	40.9
Filipino	*	*	*	*	*	*
Hispanic or Latino	44.4	50.0	5.6	61.1	33.3	5.6
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	36.8	43.2	20.1	39.3	42.6	18.1
English Learners	76.9	15.4	7.7	46.2	38.5	15.4
Socioeconomically Disadvantaged	57.1	33.3	9.5	58.4	32.0	9.6
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	96.4	3.6	0.0	85.7	14.3	0.0

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

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

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	48.0

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

X. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	8	9	9
Similar Schools	4	5	8

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

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

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

"B" 4537304

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

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

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

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	20	7	3	795
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	20	11	-4	796
Socioeconomically Disadvantaged	17	28	11	710
English Learners				

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

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

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

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

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

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

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

Adequate Yearly Progress

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

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

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

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

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	

Percent of Schools Currently in Program Improvement	N/A
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XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.7	0.4	1.3	1.4	1.2	2.7	3.1	3.5	4.4
Graduation Rate	96.4	96.7	95.7	94.2	94.2	90.6	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State

All Students	343	1171	N/A
African American	3	8	N/A
American Indian or Alaska Native	16	48	N/A
Asian	15	53	N/A
Filipino	1	3	N/A
Hispanic or Latino	15	62	N/A
Pacific Islander	2	17	N/A
White (not Hispanic)	291	980	N/A
Socioeconomically Disadvantaged	58	285	N/A
English Learners	5	8	N/A
Students with Disabilities	22	84	N/A

Career Technical Education Programs (School Year 2007-08)

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

The Shasta Union High School District offers Career and Technical Education (CTE) programs organized in sequences of courses designed to provide students with opportunities for enhanced learning experiences and preparation for productive employment. Courses in Agriculture; Business and Technology; Consumer and Family Sciences; Industrial Technology; and ROP are offered that satisfy the district's Practical Vocational Arts requirement for graduation. Work Experience Education offers a combination of classroom learning and on-the-job training to 11th and 12th grade students who are employed part-time. Many of the CTE and ROP courses are articulated with Shasta College and offer students an opportunity to earn college credit and to receive a strong experience and understanding of all aspects of the industry they may consider pursuing as a future career.

The district promotes, supports, and provides services that ensure all students have full and equitable participation in all CTE programs and courses. Support services are available for students with special needs. These services may include: guidance and counseling; assessment; transitional services; and modifications to and reasonable accommodations for curriculum, equipment, and facilities. These services are provided to ensure special needs students are recruited, enrolled, supported and successfully complete CTE courses and programs.

Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	337
Percent of the school's pupils completing a CTE program and earning a high school diploma	.63%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	79.0
Graduates Who Completed All Courses Required for UC/CSU Admission	29.2

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	3.57 %
English	2	5.3 %
Fine and Performing Arts	1	.7 %
Foreign Language	2	1.4 %
Mathematics	2	6.1 %
Science	2	2.6 %
Social Science	5	16.1 %
All courses	14	32.2 %

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The professional development is guided by the Principal and the Department Chairs. The professional development plan is based on identified staff need. Staff members build their teaching skills and concepts through participation in conferences, workshops, and instructional teams. We have three staff development days built into our yearly calendar where teachers are offered a wide variety of professional growth opportunities in curriculum design, instructional techniques, and methodologies. We also have two minimum days per month where staff focuses on whole school or department issues.