HORIZON CHARTER SCHOOL

Quality Education through Personalized Learning

School Accountability Report Card: 2007-08
Executive Summary

Address: 2800 Nicolaus Rd., Suite 100, Lincoln, CA 95648   **Phone:**   916.408.5200
Chief Executive Officer: LuAnn Boone   **Grade Span:** K-12

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

About This School

Horizon Charter School (HCS) is a non-classroom based, independent charter school serving students from kindergarten through 12th grade. HCS has been in operation since 1993 when it was authorized as the 15th charter school in California. HCS is chartered through Western Placer Unified School District (WPUSD) and acts as its own local education agency or district. HCS serves more than 3,000 students in El Dorado, Nevada, Placer, Sacramento, Sutter, and Yuba counties. The Western Association of Schools and Colleges has accredited HCS through 2011.

Quality Education through Personalized Learning. At HCS, we believe every child can excel academically and personally. A Personalized Learning Plan is developed for every child based on California Academic Content Standards and the child's abilities, interests, and aptitudes. Students are largely responsible for their educational inquiry and pursuits.

In the home study program, parents are the day-to-day teachers of their children under the guidance and support of a credentialed teacher. In the high school independent study program, students meet weekly with their supervising teacher and study independently on their own. Academic and elective classes are available in several locations, and students may also enroll in private instruction. Distance learning is widely used, and many field trips are offered. Special education services are provided to eligible students.

HCS also operates the Lincoln Montessori Community Cooperative, a site-based K-8 school program. Special programs of HCS include: the Academy of Math, Science & Engineering (Gr. 7-12); the Accelerated Learning Academy of Placer County (Gr. 6-8); the Sacramento Leadership Collaborative Program (K-12); SOAR (Successful and Outstanding Academic Relationships) Academy (Gr. 7-12); and the KORE Program for high risk students grades 8-12.

Student Enrollment

Group	Enrollment
Number of students	3,049
African American	2.33%
American Indian or Alaska Native	0.98%
Asian	0.52%
Filipino	0.33%
Hispanic or Latino	11.87%
Pacific Islander	0.23%
White (not Hispanic)	72.19%
Multiple or No Response	11.54%
Socioeconomically Disadvantaged	16.00%
English Learners	4.00%
Students with Disabilities	8.00%

Teachers

Indicator	Teachers
Teachers with full credential	162
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	N/A
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	N/A

School Facilities

Summary of Most Recent Site Inspection

Our site at 911 Reserve Drive, Roseville was inspected by our Facilities Department staff on 2.9.09 and found to be in order with respect to staff safety and building operations.

Repairs Needed

One roof leak in Room 133 was found. A faulty fixture in the ladies room was also detected.

Corrective Actions Taken or Planned

The leak was repaired and the fixture replaced during the week of 2.9.09.

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	$6,232
District	N/A
State	N/A

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	44%
Mathematics	27%
Science	38%
History-Social Science	24%

Academic Progress

Indicator	Result
2008 Growth API Score	707
Statewide Rank	5
2008-09 Program Improvement Status (PI Year)	N/A

School Completion

Indicator	Result
Graduation Rate	73.7%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	9%

School Accountability Report Card
Reported for School Year 2007-08

Published During 2008-09

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 on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the district office.

I. Data and Access

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

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

II. About This School

Contact Information (School Year 2008-09)

School		District*	
School Name	Horizon Charter School	District Name	Horizon Charter School
Street	2800 Nicolaus Road, Suite 100	Phone Number	916.408.5200
City, State, Zip	Lincoln, CA 95648	Web Site	horizoncharterschool.org
Phone Number	916.408.5200		
Superintendent	LuAnn Boone		
E-mail Address	adminsup@hcs.k12.ca.us	CDS Code	31-66951-3130168

* Horizon Charter School is an independent charter school and operates as its own local education agency or district.

School Description and Mission Statement (School Year 2007-08)
This section provides information about the school, its programs and its goals.

Horizon Charter School (HCS) is a non-classroom based, independent charter school serving students from kindergarten through 12th grade. HCS has been in operation since 1993 when it was authorized as the 15th charter school in California. HCS is chartered through Western Placer Unified School District and serves more than 3,000 students in El Dorado, Nevada, Placer, Sacramento, Sutter, and Yuba counties. The Western Association of Schools and Colleges has accredited HCS through 2011.

Quality Education through Personalized Learning. At HCS, we believe every child can excel academically and personally. A Personalized Learning Plan is developed for every child based on California Academic Content Standards and the child's abilities, interests, and aptitudes. Students are largely responsible for their educational inquiry and pursuits.

In the home study program, parents are the day-to-day teachers of their children under the guidance and support of a credentialed teacher. In the high school independent study program, students meet weekly with their supervising teacher and study independently on their own. Academic and elective classes are available in several locations, and students may also enroll in private instruction. Distance learning is widely used, and many field trips are offered. Special education services are provided to eligible students.

HCS also operates the Lincoln Montessori Community Cooperative, a site-based K-8 school program. Special programs of HCS include: the Academy of Math, Science & Engineering (Gr. 7-12); the Accelerated Learning Academy of Placer County (Gr. 6-8); the Sacramento Leadership Collaborative Program (K-12); SOAR (Successful and Outstanding Academic Relationships) Academy (Gr. 7-12); and the KORE Program for high risk students grades 8-12.

Opportunities for Parental Involvement (School Year 2007-08)
This section provides information about opportunities for parents to become involved with school activities.

The strength of Horizon Charter School is the leadership of parents in their child's education. Parents are the child's primary teacher in the home study program working under the guidance and support of the supervising teacher. Parents and credentialed teacher work collaboratively to develop each child's Personalized Learning Plan incorporating high quality, standards-based curriculum and individualized and small group instruction where appropriate.

Throughout our six regions and at our Roseville and Lincoln Learning Centers, parents network in community cooperatives, support area classes and field trips, lead academic competitions and artistic performances, and attend training workshops. Each region of HCS has a Parent Mentor who supports newly enrolled families and organizes regional parent activities. A Parent Education Specialist supervises the Parent Mentors and provides overall school-wide support to families.

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 Level	Number of Students
Kindergarten	116	Grade 8	260
Grade 1	150	Ungraded Elementary	0
Grade 2	166	Grade 9	288
Grade 3	174	Grade 10	335
Grade 4	178	Grade 11	387
Grade 5	195	Grade 12	352
Grade 6	232	Ungraded Secondary	0
Grade 7	216	Total Enrollment	3,049

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	Group	Percent of Total Enrollment
African American	2.33%	White (not Hispanic)	72.19%
American Indian or Alaska Native	0.98%	Multiple or No Response	11.54%
Asian	0.52%	Socioeconomically Disadvantaged	16.00%
Filipino	0.33%	English Learners	4.00%
Hispanic or Latino	11.87%	Students with Disabilities	8.00%
Pacific Islander	0.23%		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2005-06 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2006-07 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2007-08 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3	17.0	3			19.7	3			20.3	2	1	
3-4	17.0	1										
4-8	22.0		1		18.0	2			19.0	3		
Other												

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 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	2006-07 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	2007-08 Avg. Class Size	Number of Classrooms 1-22	23-32	33+
English					8.3	4						
Mathematics												
Science					8.9	7						
Social Science					7.9	9						

III. School Climate

School Safety Plan (School Year 2007-08)

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

HCS maintains a current Crisis Response Team Plan for all offices and school locations. All staff is trained annually in the implementation of the plan. In addition, we operate the Injury and Illness Prevention Program. The plans are available for review from the Facilities Support Services Department.

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 2005-06	2006-07	2007-08	WPUSD 2005-06	2006-07	2007-08
Suspensions	N/A	0.3%	0.6%	9.1%	10.0%	9.5%
Expulsions	N/A	0.0%	0.0%	0.8%	0.1%	0.5%

IV. School Facilities

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

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

There are no planned improvements currently. All facilities are in good condition. A broken restroom fixture and leak in a roof section at the academy located at 911 Reserve Drive in Roseville were repaired within one week of detection.

School Facility Good Repair Status (School Year 2008-09)
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms		X		Broken fixture replaced 2.9.09
Sewer	X			
Playground/School Grounds	X			
Roofs		X		Leak in Room 133 repaired 2.9.09
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	X			

V. Teachers

Teacher Credentials
This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	164	159	162	162
Without Full Credential	0	0	2	2
Teaching Outside Subject Area of Competence	N/A	N/A	N/A	N/A

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

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

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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	1.0	3,049
Library Media Teacher (Librarian)	1.0	n/a
Library Media Services Staff (paraprofessional)	3.0	n/a
Psychologist	2.0	n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist	0.5	n/a
Resource Specialist (non-teaching)	6.0	n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, and 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	good	0%
Mathematics	good	0%
Science	good	0%
History-Social Science	good	0%
Foreign Language	good	0%
Health	good	0%
Visual and Performing Arts	good	0%
Science Laboratory Equipment (grades 9-12)	good	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 at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$6,716	$484	$6,232	$58,483
District	$6,716	$484	$6,232	$58,483
Percent Difference – School Site and District	0	0	0	0
State	n/a	n/a	n/a	n/a
Percent Difference – School Site and State	n/a	n/a	n/a	n/a

Types of Services Funded (Fiscal Year 2007-08)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

None.

Teacher and Administrative Salaries (Fiscal Year 2006-07)
This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,000	$39,692
Mid-Range Teacher Salary	$58,720	$62,830
Highest Teacher Salary	$73,400	$80,472
Average Principal Salary (Elementary)	$65,000	$98,460
Average Principal Salary (Middle)	$70,304	$104,522
Average Principal Salary (High)	$76,041	$114,549
Superintendent Salary	$147,925	$166,547
Percent of Budget for Teacher Salaries	68.0%	40.2%
Percent of Budget for Administrative Salaries	0.75%	5.8%

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 at http://star.cde.ca.gov. *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.*

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			WPUSD			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	42	43	44	45	48	49	42	43	46
Mathematics	25	23	28	38	39	44	40	40	43
Science	26	31	35	31	42	46	35	38	46
History-Social Science	20	20	24	27	29	35	33	33	36

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	22	14	4	12
American Indian or Alaska Native	41	10	50	31
Asian	50	45	*	*
Filipino	42	27	36	33
Hispanic or Latino	30	20	12	11
Pacific Islander	36	*		*
White (not Hispanic)	47	29	41	26
Male	41	30	38	28
Female	47	25	33	21
Economically Disadvantaged	36	18	27	
English Learners	8	14	2	3
Students with Disabilities	20	20	17	
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 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 at http://cahsee.cde.ca.gov/. *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 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			WPUSD			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	48.2	50.9	58.5	58.3	57.3	60.5	51.1	48.6	52.9
Mathematics	35.4	35.0	41.2	47.7	59.7	53.9	46.8	49.9	51.3

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-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	41.5	45.8	12.6	58.8	30.5	10.8
African American	69.2	30.8	0.0	85.7	14.3	0.0
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	63.4	34.1	2.4	81.0	16.7	2.4
Pacific Islander	❖	❖	❖	❖	❖	❖
White (not Hispanic)	33.2	51.3	15.6	52.3	34.7	13.1
Male	39.1	48.4	12.5	55.8	29.5	14.7
Female	43.6	43.6	12.8	61.3	31.3	7.3
Economically Disadvantaged	49.4	41.8	8.9	61.2	31.2	7.5
English Learners	79.2	20.8	0.0	70.8	12.5	16.7
Students with Disabilities	❖	❖	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

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 at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 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.*

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 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	4	4	5
Similar Schools	3	4	3

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	7	16	10	707
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-9	61	-16	629
Pacific Islander				
White (not Hispanic)	17	13	16	723
Socioeconomically Disadvantaged		23	26	659
English Learners	n/a			
Students with Disabilities	n/a	-4	28	586

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 http://www.cde.ca.gov/ta/ac/ay/.

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	WPUSD
Overall	No	No
Participation Rate - English-Language Arts	No	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	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 at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	WPUSD
Program Improvement Status	Not In PI	Not in PI
First Year of Program Improvement	0	
Year in Program Improvement	0	
Number of Schools Currently in Program Improvement	0	4
Percent of Schools Currently in Program Improvement	0	33.3

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 at http://www.universityofcalifornia.edu/admissions/general.html.

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

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 page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			WPUSD			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	3.0	5.0	9.2	1.8	3.0	7.1	3.1	3.5	4.4
Graduation Rate	72.0	64.6	73.7	96.7	94.2	89.4	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 grade 12, 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 at http://www.cde.ca.gov/ta/tg/hs/.

Group	Graduating Class of 2008		
	School	WPUSD	State
All Students	363	n/a	n/a
African American	7	n/a	n/a
American Indian or Alaska Native	4	n/a	n/a
Asian	2	n/a	n/a
Filipino	1	n/a	n/a
Hispanic or Latino	45	n/a	n/a
Pacific Islander	3	n/a	n/a
White (not Hispanic)	288	n/a	n/a
Declined to state	13	n/a	n/a
Socioeconomically Disadvantaged	0	n/a	n/a
English Learners	11	n/a	n/a
Students with Disabilities	9	n/a	n/a

Career Technical Education Programs (School Year 2007-08)
This section provides information about Career Technical Education programs and lists programs offered at the school.

At this time, HCS does not offer a Career Technical Education Program. Regional Occupational Classes and Programs are offered to our students through the local county offices of education.

Career Technical Education Participation (School Year 2007-08)
This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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 on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	15
Graduates Who Completed All Courses Required for UC/CSU Admission	9

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 on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		0
English	2	>1
Fine and Performing Arts		0
Foreign Language	1	>1
Mathematics	1	>1
Science		0
Social Science	1	>1
All courses	5	>1

XII. Instructional Planning and Scheduling

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

HCS provide three non-instructional days for professional development.