

Executive Summary School Accountability Report Card, 2009–10

Santa Rosa High School

Address: 1235 Mendocino Ave. , Santa Rosa CA 95401-4312
Principal: Brad Coscarelli

Phone: 707-528-5292
Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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

Santa Rosa High School is a newly remodeled, historic school that is celebrating the 134th commencement. It is the seventh oldest high school in the state with the main building being declared a historic state landmark. SRHS offers a wide array of Advanced Placement and honors courses. The nationally renowned ArtQuest Program is unique in northern California and received a Golden Bell Award from the California State Board Association for outstanding visual and performing arts program in fall 2007. ArtQuest has specialty areas in visual fine arts, video production, digital arts, photography, vocal music, instrumental music, drama and dance. ArtQuest is one of many rich academic, artistic, athletic and career-technical education opportunities on this beautiful comprehensive high school campus.

Program Highlights:

- Rich academic offerings with 14 Honors and 12 Advanced Placement Courses
- Prestigious ArtQuest Program with eight specialty areas
- Career Pathways: Agriculture, Automotive Technology, Arts and Communication, Construction Technology, Business, Computers and Information Technology, Welding Technology, and Translation Services
- University Pathway where students meet minimum entrance requirements for the University of California and California State University system
- Comprehensive Student Support Program includes peer counseling and peer tutoring

The mission of Santa Rosa High School is to produce students who are prepared to enter post-secondary employment opportunities and educational institutions with a high level of academic, technical, personal, and social competence.

Student Enrollment

Group	Enrollment
Number of students	1942
Black or African American	3%
American Indian or Alaska Native	2%
Asian	3%
Filipino	1%
Hispanic or Latino	27%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	60%
Two or More Races	3%
Socioeconomically Disadvantaged	31%
English Learners	7%
Students with Disabilities	9%

Teachers

Indicator	Teachers
Teachers with full credential	86
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	4
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	5

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	63%
Mathematics	37%
Science	58%
History-Social Science	49%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	796
Statewide Rank (from 2009 Base API Report)	7
Met All 2010 AYP Requirements	Pending
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 22 of 22
2010–11 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of “good,” “fair,” or “poor.” The FIT also provides an overall summary of the school conditions at each school site on a scale of “exemplary,” “good,” “fair,” or “poor”. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office. This school was inspected on (10.27.10) and had an overall rating of “good”.

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Repairs Needed

Any areas in need of repair or correction of deficiencies are noted in section IV of the SARC.

Corrective Actions Taken or Planned

Work requests were submitted for all deficiencies identified at the FIT inspection. Maintenance and Operations prioritized all work requests and completed all work listed in the inspection report.

Curriculum and Instructional Materials

Core Curriculum Area	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	\$5,536
District	\$5,752
State	\$5,681

School Completion

Indicator	Result
-----------	--------

Postsecondary Preparation

Measure	Percent
---------	---------

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Graduation Rate (if applicable)	89.86%
---------------------------------	--------

Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	98%
Graduates Who Completed All Courses Required for University of California or California State University Admission	28%

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) 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 school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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 2010–11)

This section provides the school's contact information.

School		District	
School Name	Santa Rosa High	District Name	Santa Rosa High
Street	1235 Mendocino Ave.	Phone Number	707-528-5181
City, State, Zip	Santa Rosa, CA 95401-4312	Web Site	www.srcs.k12.ca.us
Phone Number	707-528-5292	Superintendent	Dr. Sharon Liddell
Principal	Brad Coscarelli	E-mail Address	sliddell@srcs.k12.ca.us
E-mail Address	bcoscarelli@srcs.k12.ca.us	CDS Code	49-70920-4936803

School Description and Mission Statement (School Year 2009–10)

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

Santa Rosa High School is a remodeled, historic school that will celebrate its 134th commencement. It is the seventh oldest high school in the state with the main building being declared a historic state landmark. SRHS offers a wide array of Advanced Placement and honors courses. The nationally renowned ArtQuest Program is unique in northern California and received a Golden Bell Award from the California State Board Association for outstanding visual and performing arts program in fall 2007. ArtQuest has specialty areas in visual fine arts, video production, digital arts, photography, vocal music, instrumental music, drama and dance. ArtQuest is one of many rich academic, artistic, athletic and career-technical education opportunities on this beautiful comprehensive high school campus.

Program Highlights:

- Rich academic offerings with 14 Honors and 12 Advanced Placement Courses
- Prestigious ArtQuest Program with eight specialty areas
- Career Pathways: Agriculture, Automotive Technology, Arts and Communication, Construction Technology, Business, Computers and Information Technology, Welding Technology, and Translation Services
- University Pathway where students meet minimum entrance requirements for the University of California and California State University system
- Comprehensive Student Support Program includes peer counseling and peer tutoring

The mission of Santa Rosa High School is to produce students who are prepared to enter post-secondary employment opportunities and educational institutions with a high level of academic, technical, personal, and social competence.

Opportunities for Parental Involvement (School Year 2009–10)

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

Parent volunteers are a corner stone for our student success. Opportunities abound for parents to become involved in daily activities, extracurricular activities, as well as student organizations and club activities. Opportunities for involvement include: Site Council, Agriculture Boosters, Music Boosters, Athletic Boosters, ELAC – English Learner Advisory Committee, STP (Student Teacher Parent) Foundation, Friends of ArtQuest, Project Grad, Concessions for Soccer, Football & Basketball, Volunteer Center for Tutoring at SRHS, Student Senate, and parent volunteers for dances and activities, volunteer coaches, assistants and activities supervisor Please contact Santa Rosa High School office for more information on how you may make a difference in our students’ lives.

Student Enrollment by Grade Level (School Year 2009–10)

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

Grade Level	Number of Students
Grade 9	491
Grade 10	492
Grade 11	474
Grade 12	485
Total Enrollment	1942

Student Enrollment by Group (School Year 2009–10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	61%	White	60%
American Indian or Alaska Native	2%	Two or More Races	3%
Asian	3%	Socioeconomically Disadvantaged	31%
Filipino	1%	English Learners	7%
Hispanic or Latino	27%	Students with Disabilities	9%
Native Hawaiian/Pacific Islander	0%		

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	2007–08		2008–09		2009–10	
	Avg.	Number of	Avg.	Number of	Avg.	Number of

	Class Size	Classrooms			Class Size	Classrooms			Class Size	Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.4	30	25	20	23.2	36	30	16	23.9	33	30	17
Mathematics	26.1	21	20	17	23.8	27	23	17	25.5	16	38	6
Science	30.7	2	18	25	27.9	9	25	17	28.4	4	30	11
Social Science	29.3	8	18	19	24.4	16	22	13	28.5	8	23	18

III. School Climate

School Safety Plan (School Year 2009–10)

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

The Santa Rosa High staff monitors school grounds 30 minutes before the start of school and immediately after dismissal. We have a closed campus and require all visitors to register with the office. We hold monthly fire drills and have earthquake and disaster drills twice a year. School safety plans are updated as needed.

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	19	1.6	1.6	22	3.9	3
Expulsions	3	1	4.4	2	1.7	2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

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.

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected on (10.27.10) and had an overall rating of "good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

School Facility Good Repair Status (School Year 2010–11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		√			
Interior: Interior Surfaces			√		Wall paper is coming off wall by the back window in the library. Ceiling tiles need replacing in room 205 and room 8
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		√			
Electrical: Electrical		√			Some lights out in the library

Restrooms/Fountains: Restrooms, Sinks/ Fountains		√			The nob is missing from men's restroom sink in the music building.
Safety: Fire Safety, Hazardous Materials		√			
Structural: Structural Damage, Roofs			√		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		√			
Overall Rating		Good			n/a

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	92	95	86	722
Without Full Credential	3	2	0	2
Teaching Outside Subject Area of Competence	0	4	4	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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	12	3	1
Total Teacher Misassignments	12	7	5
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99%	1%
All Schools in District	99%	1%
High-Poverty Schools in District	99%	1%
Low-Poverty Schools in District	99%	1%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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	404
Counselor (Social/Behavioral or Career Development)		n/a
Library Media Teacher (librarian)	0.8	n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall Literature: gold level, 2002; Prentice Hall Literature: platinum level, 2002; Prentice Hall Literature: The American Experience, 2002	0%	Local Governing Agency Approved
Mathematics	In grades 9-12, students have Board approved texts that support instruction based on California Content Standards. Every student has access to his or her own textbooks. McDougal Littell Algebra Readiness, 2008; McDougal Littell Algebra 1, 2007; McDougal Littell Algebra 2, 2004; McDougal Littell Geometry, 2007	0%	Local Governing Agency Approved
Science	Earth Science, Pearson Prentice Hall, 2006 Biology, Pearson Prentice Hall, 2007; Modern Biology: Holt, Rinehart and Winston, 2002; Chemistry, Prentice Hall, 2002; Conceptual Physics, Pearson Prentice Hall, 2006	0%	Local Governing Agency Approved
History-Social Science	The Americans: Reconstruction to the	0%	Local Governing

	21 st Century, McDougal Littell, 2006; America's Journey: Continuity and Change in the Twentieth Century, Pearson Prentice Hall, 2006; World History: People and Nations—Modern World, Holt, Rinehart and Winston, 2000; Modern World History: Patterns of Interaction, McDougal Littell, 2006; Magruder's American Government, Prentice Hall, 2000; Magruder's American Government, Prentice Hall, 2006; Holt Economics, 1991; Economics Principles and Practices, Glencoe McGraw-Hill, 2001		Agency Approved
Foreign Language	French 1-2 : Tresors Du Temps: Niveau Avance, Glencoe/McGraw-Hill, 2005 French 3-4 : Allez, Viens 2, Holt 2006 French 5-6 Allez, Veins 3 : LePetit – Prince; LePetit – Nicolas 7-8/AP: Lejeuxsson & Faits – Folio 2003; Bravo 5 th edition, 2005 Heink Spanish 1-2:Ven Conmigo I; 2003 Holt Spanish Intro: Spanish is Fun, 3 rd edition; Amsco 2000 Spanish 3-4:EnEspañol 2; McDougal Littell 2000 Spanish 5-6 (honors): Ven Conmigo 3; Holt 2003 Preparing for the Language Examination, 3 rd edition; Jose M. DialTriangolo, 3 rd edition; Barbara Gatsri Spanish for Spanish Speakers: Nuevas Vistas I; Holt 2003 : Nosotros y. Nuestro Mundo; Glencoe; 1997 Nuevas Vistas I; Holt 2003; Nosotros y. Nuestro Mundo; Glencoe; 1997; 5-6 Nuevas Vistas II; Holt 2003	0%	Local Governing Agency Approved
Health		0%	Local Governing Agency Approved
Visual and Performing Arts		0%	Local Governing Agency Approved
Science Laboratory Equipment (grades 9-12)	All science labs are fully supplied for lab courses.	0%	Local Governing Agency Approved

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,522	\$986	\$5,536	\$75,973
District	\$7,030	\$1,277	\$5,752	\$74,826
Percent Difference – School Site and District	-3.75%	-12.86%	-1.91%	0.76%

State	n/a	n/a	\$5,681	\$65,808
Percent Difference – School Site and State	n/a	n/a	-1.91%	n/a

Types of Services Funded (Fiscal Year 2009–10)

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

We have a very generous Foundation, composed of past Santa Rosa High School graduates, community business leaders and local citizens. The Foundation has donated over one million dollars directly to Santa Rosa High School which is distributed via our School Board, to support teachers, students and programs through the purchase of materials, and supplies. Santa Rosa High School, and the Santa Rosa City Schools are fortunate to have the support of the Foundation.

Our Site Council has made a commitment to support the funding for ELL students and students who are under performing, based on state and local standards.

The Veterinarian Technician program began for the 2008-2009 school year that was funded during the 2007-2008 school year, through a matching grant.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,410	\$35,288
Mid-Range Teacher Salary	\$67,951	\$66,643
Highest Teacher Salary	\$81,890	\$97,998
Average Principal Salary (Elementary)	\$101,891	\$107,116
Average Principal Salary (Middle)	\$108,620	\$112,279
Average Principal Salary (High)	\$121,815	\$122,533
Superintendent Salary	\$176,455	\$216,356
Percent of Budget for Teacher Salaries	43.24%	39.47%
Percent of Budget for Administrative Salaries	6.67%	5.55%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	53	57	63	48	50	52	46	50	52
Mathematics	32	37	37	38	38	60	43	46	48
Science	50	52	58	49	51	49	46	50	54
History-Social Science	40	48	49	37	41	37	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Students at the School				
Male	59	40	58	56
Female	66	37	58	44
Black or African American	55	24	*	36
American Indian or Alaska Native	35	21	*	21
Asian	63	40	56	47
Filipino	64	*	*	*
Hispanic or Latino	44	30	30	27
Native Hawaiian or Pacific Islander	*	*	*	*
White	73	42	67	60
Two or More Races				
Socioeconomically Disadvantaged	41	31	30	24
English Learners	19	23	7	5
Students with Disabilities	30	33	17	9
Students Receiving Migrant Education Services	12	24	8	12

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to

compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

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

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	72.4	67.1	75	63.5	59.2	67	52.9	52.0	54
Mathematics	72.6	69.2	80	64.0	62.5	71	51.3	53.3	54

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	23	19	58	23	40	37
All Students at the School						
Male	25	20	56	19	42	39
Female	22	19	60	25	39	36
Black or African American	17	8	75	17	50	33
American Indian or Alaska Native						
Asian	8	29	65	6	47	47
Filipino						
Hispanic or Latino	45	22	33	38	43	19
Native Hawaiian/Pacific Islander						
White	16	17	67	17	39	44
Two or More Races						
Socioeconomically Disadvantaged	46	27	28	34	51	15
English Learners	62	24	15	48	44	9
Students with Disabilities	72	55	6	91	6	3
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
-------------	-----------------------------------------------

	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.8%	33.6%	29.5%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	8	7	7
Similar Schools	3	2	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

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

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	2	18	22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	18	22	34
Native Hawaiian/Pacific Islander			
White	0	15	23
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	-6	30	45
English Learners	-24	49	35
Students with Disabilities	-25	47	32

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	796	770	729
Black or African American		699	638
American Indian or Alaska Native		660	703

Asian		844	856
Filipino		821	812
Hispanic or Latino	709	692	672
Native Hawaiian/Pacific Islander			706
White	837	839	801
Two or More Races		810	747
Socioeconomically Disadvantaged	705	686	668
English Learners	659	664	627
Students with Disabilities	559	577	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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

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

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2008-2009
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	34.4%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s 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 course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

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

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	1.8	2.6	1.8	3.0	4.2	4	4.4	3.9	4.5
Graduation Rate	96.5	91.7	89.8	86.1	85.5	80.3	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2008–09 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	92	87%	n/a
Black or African American	91	86%	n/a
American Indian or Alaska Native		74%	n/a
Asian	95	94%	n/a
Filipino		*	n/a
Hispanic or Latino	88	80%	n/a
Native Hawaiian/Pacific Islander		*	n/a
White	93	91%	n/a
Two or More Races		80%	n/a
Socioeconomically Disadvantaged	79	77%	n/a
English Learners	88	79%	n/a
Students with Disabilities	97	87%	n/a

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by

the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Career Pathways are integrated sets of courses designed to benefit all students by meeting the training needs of the majority of students entering the workforce, making high school more relevant and thus decreasing the drop-out rate, providing courses that align with programs at local colleges to encourage students to continue their education after high school, and by providing an arena for students to learn about and experience potential careers to assist in choosing a major for college. Students must complete the requirements of a career pathway, the university pathway, a specialized program or design their own course of study through the individual pathway in order to graduate. Santa Rosa High School offers Career Pathways in Agriculture & Natural Resources with emphasis areas in Animal Science, Ornamental Horticulture and Viticulture; Arts & Communications with emphasis areas in Performing Arts and Visual Arts; Automotive Mechanics; Building Trades & Construction emphasizing Cabinetry and Furniture Making; Business, Computers & Information Technology focusing on Cisco Academy, Web Design and Business Management; and Manufacturing Technology. In each pathway students are prepared to take an industry certification exam or equivalent measure of skill to demonstrate achievement to potential employers or colleges. Arts & Communications Pathway students demonstrate proficiency by participating in public performances, art shows, film festivals and other contests.

Career Technical Education Participation (School Year 2009–10)

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

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

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

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	97%
Graduates Who Completed All Courses Required for UC/CSU Admission	28%

Advanced Placement Courses (School Year 2009–10)

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	4%
Fine and Performing Arts	1	0.9%
Foreign Language	3	2.8%
Mathematics	2	2.5%
Science	2	2.1%
Social Science	3	3%
All courses	14	9.6%

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 Santa Rosa City Schools do not have dedicated days for staff development, but strongly supports teachers by using district allocated funds, Title II funds, and Site Council monies to support teacher requests to attend various professional development opportunities. Santa Rosa City Schools publishes lists of professional development opportunities available to all staff.