Tahquitz High School

4425 Titan Trail ♦ Hemet, CA 92545 ♦ (951) 765-6300 ♦ Grades 9-12
Susan Richardson, Principal

2008-09 School Accountability Report Card
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School Description
THS is a comprehensive high school offering a full compliment of course offerings including specialized programs such as Advancement Via Individual Determination (AVID), Advanced Placement (AP), Strategies for Success (SFS), Marine Corp ROTC (2009/2010 School Year) as well as school wide Title I support. The Tahquitz High School campus reflects the diversity of our community and embraces the positive contributions that our school community offers to our safe & academic oriented environment. The THS campus welcomes the recent addition of three additional wings that house our Social Studies, Math & Career Technical Education departments. All classrooms have hardwired LCD projectors, Interwrite pads & computers supporting standards based instruction. THS has the benefit of a highly qualified faculty serving the needs of all students in a premier facility.

Mission Statement
Tahquitz High School will celebrate achievement, will overcome challenges, and will be successful. This will be supported by our Core Values:

- P = Passion pursuit of interests
- R = Respect for yourself, community, and environment
- I = Integrity above all
- D = Dedication to growth and life-long learning
- E = Excellence in everything we do

Vision Statement
Tahquitz does have a vision statement, that is aligned with the Hemet district's "Believe and Achieve, 212" a philosophy that incorporates inspirational terminology that guides the actions of all stakeholders. Additionally inspirational, is the concept of "212". 212 is the temperature at which water boils but at 211 it will not, the difference being only a degree but it is that one degree that makes all the difference. This analogy works well as the basis for beginning to understand the complexity of student achievement and the efforts necessary to further all the Schoolwide Plans for Student Achievement in the district.

Opportunities for Parent Involvement
The site addresses the six areas of parent involvement through their comprehensive school plan. Parents may also be involved in: School Site Council; English Learner Advisory Council; Performing Arts Parent Club; Athletic Parent Clubs; and Grad Nite (Parents), Booster Clubs, Band Boosters and AB 1802(Grades 10-12) . For more information, contact the site Principal, Mrs. Sue Richardson at (951) 765-6300.

District Profile
Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

Hemet Unified School District's Core Values

1. Provide a data-driven, standards-based academic program in which students and staff can succeed.
2. All students will improve their achievement in each subject each year.
3. Recruit, train, retain the very best staff for HUSD.
4. Effective initial instruction is the most powerful tool for achievement.
5. Provide viable alternative pathways for student success.
6. Nutritional and physical well-being supports academic achievement.
7. Non-academic endeavors and activities are necessary to provide a balanced educational experience.
8. The quality of our published works and the state of our facilities reflects how we view ourselves.
9. HUSD is responsible to respond positively and proactively to changes in our community.

Enrollment by Student Group	
2008-09 Enrollment: 1202	
African American	10.73%
American Indian or Alaska Native	0.92%
Asian	1.75%
English Learners	21.00%
Filipino	1.83%
Hispanic or Latino	53.33%
Pacific Islander	0.42%
White (not Hispanic)	30.45%
Socioeconomically Disadvantaged	63.00%
Students with Disabilities	10.00%
Multiple or No Response	0.58%

Suspensions & 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.

Suspension Rates						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0.0	31.4	29.1	15.4	14.8	18.4
Expulsions	0.0	1.6	0.9	0.5	0.6	0.4

Professional Development

The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program. District professional development priorities are outlined in the current LEA addendum as Curriculum Specific Trainings in Language Arts and Mathematics, Administrator Training Program, English Now, BTSA Induction Support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, three BTSA induction support providers, seven instructional coaches in language arts and mathematics, and five Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Professional Development (continued)

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development At a Glance calendar on the website for the 2009-2010 school year.

Class Size and Distribution

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

Average Class Size & Class Size Distribution (Secondary)				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2007-08				
English	27.7	8	15	13
Mathematics	30.6	3	10	15
Science	30	2	16	12
Social-Science	33.6		9	17
2008-09				
English	30.5	8	15	18
Mathematics	31.6	2	16	19
Science	34.5	2	7	22
Social-Science	34.7	1	5	28

Types of Services Funded

At Tahquitz High School we provide supplemental services through categorical funds to help provide our students with academic opportunities. One of the key areas our School Site Council has chosen to allocate categorical funds towards is CAHSEE preparation classes. At Tahquitz we offer CAHSEE Saturday classes that provide intense training and review for students who need to pass the exit exam in both math and English. Students are given the opportunity to take comprehensive diagnostic exams and use the results to work on specific skills towards passing the CAHSEE. We also provide intensive math and English support classes for those students who are receiving poor grades and test scores in the regular education setting.

Another area that we focus on through our categorical programs is parent and community involvement. We are working diligently to provide parent involvement opportunities including annual title I meetings, ELAC meetings, and AVID parent nights. We also have a comprehensive freshman orientation program allowing us to bridge the gap with our feeder schools.

Lastly we have made a concentrated effort to help support our E.L. students through an intensive program that allows English learners a period of support by using both the English Now program as well as Read 180. We have also supplemented these programs though purchasing site licenses and supplies.

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

Title I	$67,187
EIA	$42,419
EIA/LEP	$19,537
School & Library Improvement Block Grant	$19,129
Lottery	$23,552
GATE	$1107
Safe & Drug Free Schools	$1492

Expenditures Per Pupil and Teacher Salaries (FY 07-08)

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 and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Pupil and Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supp.	Basic	
School	$7,082	$740	$6,342	$59,507
District	--	--	$5,473	$63,697
State	--	--	$5,586	$67,109
Percent Difference (School/District)			14	-7
Percent Difference (School/State)			12	-13

Teacher and Administrative Salaries (FY 07-08)

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 at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Teacher and Administrative Salaries		
Category	District Amount	State Average
Beginning Teacher Salary	$40,147	$42,065
Mid-Range Teacher Salary	$66,015	$67,109
Highest Teacher Salary	$87,860	$86,293
Superintendent Salary	$234,185	$216,356
Average Principal Salary (Elementary)	$109,340	$107,115
Average Principal Salary (Middle)	$114,758	$112,279
Average Principal Salary (High)	$126,437	$122,532
% of Budget (Teacher Salaries)	41.21%	5.5%
% of Budget (Administrative Salaries)	7.7%	39.4%

Core Academic Classes Taught by NCLB Compliant Teachers

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 CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

% of Classes In Core Academic Subjects Taught by Teachers Who Are		
Level	NCLB Compliant	Non-NCLB Compliant
This School	94.9	5.1
All Schools in District	93.3	6.7
High-Poverty Schools	92.1	7.9
Low-Poverty Schools	77.4	22.6

Academic Counselors and Other Support Staff

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.

Academic Counselors and Other Support Staff	
Title	# of FTE Assigned to School
Academic Counselor	3
Average # of Students per Counselor	469
Library Media Teacher	1.0
Library Media Services Staff	1.0
Psychologist	1.0
Social Worker	0
Nurse	0
Health Technician	.875
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other	0

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 CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teacher Credentials				
Teachers	School			District
	06-07	07-08	08-09	08-09
With Full Credential	0	36	48	998
Without Full Credential	0	3	1	34
Outside Subject Area of Competence	NA	7	5	81

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.

Misassignments/Vacancies			
	07-08	08-09	09-10
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Academic Performance Index (API)

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

API Ranks - Three-Year Comparison

API Ranks			
	2006	2007	2008
Statewide			4
Similar Schools			7

School Site Safety Plan
SB187 Safety Plan
Date the plan was last updated: May, 2009
Date the plan was last reviewed: September, 2009

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal 4, and includes data regarding California Healthy Kids Survey, crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the Single Plan for Student Achievement is available for inspection by the public at each school.

Students and staff take pride in the beauty and cleanliness of the school. Student safety is provided through the assignment of teachers and paid supervisors during all passing periods and lunch periods, as well as, before and after school. All visitors and volunteers are required to sign in at the office, state their business at the school, and show picture identification. They are provided with a visitor tag to wear while on school grounds.

Pursuant to state and District guidelines, Tahquitz High has a disaster preparedness plan and students participate in regular fire and earthquake drills. Classrooms have posted evacuation charts, and are equipped with disaster packets and fire extinguishers. The School Safety Committee conducts monthly, campus-wide, safety inspections and the county fire marshal inspects our facility once a year.

Facilities Maintenance
Tahquitz High School opened in the fall of 2007 with approximately 1,000 9th and 10th grade students who reside in the designated Tahquitz High School boundaries. School colors of green and gold were selected during the construction process to facilitate the necessary ordering of building supplies and to avoid delaying the entire completion process. THS provides a safe, clean environment for learning.

THS was built in 2 phases. Phase 1 included an Administration/Media Center Complex, a state of the art Fine and Performing Arts Center that includes a 500 seat capacity theatre, Gymnasium with 3 full courts (1,200 seat capacity), 3 main classroom buildings, boys/girls locker rooms, tennis courts, as well as conveniently located and professional designed baseball and softball fields for both Varsity and JV.

Phase II included the 4,000 seat stadium completed Fall, 2008, magnificently positioned between the surrounding mountains, a CIF regulation swimming pool, 2 additional classroom buildings, Shop classroom building, 2nd Lunch shelter, additional Tennis Courts and additional student parking.

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

Facility Conditions					
Item Inspected	**Repair Status**				**Repair Needed / Action Taken or Planned**
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall/Pest/Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Light bulbs out in room 119 and 412.
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety/Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage/Roofs	[ ]	[X]	[ ]	[ ]	missing ceiling tile room 505; roof leak in room 504.
External: Grounds/Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

Curriculum and Instructional Materials

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/6/09 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Hemet Unified School District.

Adopted Textbooks			
Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts			
9-12 Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development			
6-12 English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12 High Point	National Geographic	2001	6/05
Mathematics			
8-12 California Geometry	McDougal Littell	2007	6/08
9-12 Algebra 1	McDougal, Littell	2008	6/08
9-12 Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12 Algebra 2	McDougal Littell	2007	6/08
9-12 Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12 PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08
12 Calculus	Addison Wesley	1999	6/99
12 Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08
Social Science			
9 World Geography	McDougal Littell	2006	6/07
9 Health Skills & Wellness – Behavioral Health Science	Prentice Hall	1994/2001	6/07
10 World History, The Modern World	Prentice Hall	2007	6/07
11 US History, Modern America	Prentice Hall	2008	6/07
12 Magruders American Government / American Govt. 10th E. (AP)	Prentice HallHoughton Mifflin	1992/1994	6/07 & 12/06
12 Economics, Principles in ActionEconomics, 7th Ed.	Prentice HallSouth-Western	2001/20072005	6/07 & 12/06
12 Western Civilization	Thomson Learning, Inc.	2006	1/06
Foreign Language			
9-12 Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12 Bienvenue, French 1	Glencoe	1998	7/00
9-12 A bord, French 2	McDougal Littell	2000	6/00
9-12 En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12 En español! 1 & 2	McDougal Littell	2003	6/27
9-12 Abriendo Puertas – Antologia de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12 Abriendo Puertas – Antologia de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12 Abiendo Puertas (AP)	McDougal Littell	2003	6/27

Adopted Textbooks			
Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
Science			
K-5 Harcourt Science California Edition	Harcourt Brace	2001	3/01
6 Earth Science	Holt, Rinehart & Winston	2001	3/01
7 Life Science	Holt, Rinehart & Winston	2001	3/01
8 Physical Science	Holt, Rinehart & Winston	2001	3/01
9 California Earth Science	Prentice Hall	2006	6/08
10-12 California Biology	Prentice Hall	2007	6/08
10-12 Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2009	6/08
10-12 Holt PhysicsCalifornia Edition	Holt	2007	6/08
11-12 Holt Modern Chemistry	Holt	2009	6/08
11-12 Astronomy – Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
11-12 Integrated Principles of Zoology	McGraw Hill	2006	1/06
Health			
K-5 Health and Fitness	Harcourt, Inc.	2006	7/05
6-8 Decisions for Health	Holt, Rinehart & Winston	2005	7/05
Visual & Performing Arts			
9-12 Music Appreciation	McGraw Hill	2000	12/01
9-12 Stage Makeup	Watson-Guptill	1999	12/01
9-12 Simply 3D	Micrografx	1998	4/00

Interventions Programs for Reading/Language Arts			
Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
Reading/Language Arts			
4-12 SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12 High Point El	Hampton-Brown Co.	2001	5/05
4-12 Scholastic Read 180	Scholastic, Inc.	2002	5/05

Advanced Placement (AP) Textbooks			
Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
AP Literature & Composition			
12 Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10th C (2009)	6/09
AP Calculus			
11-12 Calculus of a Single Variable	Houghton Mifflin Company	8th C (2006)	6/09
AP Computer Science & Computer Programming			
11-12 Java Software Solutions	Pearson Education, Inc.	2nd C (2007)	6/09
AP Spanish Language & Literature			
9-12 Abriendo Puertas: Lenguaje	McDougal Littell, Inc.	1st C (2007)	6/09
11-12 Abriendo Puertas: Tomo I	McDougal Littell, Inc.	C (2003)	6/09
11-12 Abriendo Puertas: Tomo II	McDougal Littell, Inc.	C (2003)	6/09
AP U.S. History			
10-12 Out of Many, A History of the American People	Pearson Publisher	5th C (2007)	6/09
AP European History			
10-12 The Western Heritage	Pearson Education LtdPrentice Hall	9th C (2007)	6/09
AP Art History			
10-12 Stokstad Art History	Prentice Hall Publisher	3rd C (2008)	6/09
AP Biology			
11-12 Biology	Addison Wesley	8th (2008)	6/09
AP & General Environmental Science			
9-12 Environment: The Science Behind the Stories	Pearson/Prentice Hall	C (2008)	6/09

California Physical Fitness Test Results

Every year, 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 scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

California Physical Fitness Test Results			
	4 of 6	**5 of 6**	**6 of 6**
Grade 9	18.4	27.0	33.0

DataQuest and Access to Data

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

California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site 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.*

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).

Percent of Students Scoring At Proficient or Advanced									
Subject	**School**			**District**			**State**		
	2006-07	**2007-08**	**2008-09**	**2006-07**	**2007-08**	**2008-09**	**2006-07**	**2007-08**	**2008-09**
English-Language Arts		40	37		43	46		46	50
Mathematics		17	16		37	38		43	46
Science		33	38		39	41		46	50
History-Social Science		26	30		31	34		36	41

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.

Percent of Students Scoring At Proficient or Advanced				
Student Group	**English-Language Arts**	**Mathematics**	**Science**	**History-Social Science**
African American	28	7	32	28
American Indian / Alaska Native	36	18	*	*
Asian	57	33	*	*
Hispanic or Latino	32	13	33	24
Filipino	48	13	47	25
Pacific Islander	*	*	*	*
White (not Hispanic)	48	22	50	40
Male	33	16	43	34
Female	42	15	33	25
Economically Disadvantaged	31	14	34	26
English Learners	16	9	17	12
Students with Disabilities	11	12	18	5
Students Receiving Migrant Education				

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source). Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

NAEP Reading and Mathematics Results for All Students by Grade Level

This table displays the scale scores and achievement levels on the NAEP Results for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for All Students					
Subject and Grade Level	**Average Scale Score**		**State Percent at Achievement Level**		
	State	**National**	**Basic**	**Proficient**	**Advanced**
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level

This table displays the state and national participation rates on the NAEP progress for reading (2007) and mathematics (2009) for students with disabilities (SWD Students) and English Language Learners (EL Students) for grades four and eight.

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners				
Subject and Grade Level	**SWD Student Participation Rate**		**EL Student Participation Rate**	
	State	**National**	**State**	**National**
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

AYP Overall and by Criteria

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**
AYP Overall	No	No
Participation Rate:		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Percent Proficient:		
English-Language Arts	No	No
Mathematics	Yes	No
API	Yes	Yes
Graduation Rate (High Schools)	Yes	Yes
Number of Schools Currently in PI	N/A	13
Percent of Schools Currently in PI	N/A	46.4

Federal Intervention Program

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 CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Program Improvement Status		
	School	**District**
PI Status	Not in PI	In PI
First Year of PI		2004-2005
Year in PI		Year 3

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.

API Changes				
	Actual Change			**Score**
Student Group	**06-07**	**07-08**	**08-09**	**2009**
All Students at the School	N/A	B	23	698
African American	N/A			679
American Indian / Alaska Native	N/A			
Asian	N/A			
Filipino	N/A			
Hispanic or Latino	N/A		33	683
Pacific Islander	N/A			
White (not Hispanic)	N/A		12	726
Socioeconomically Disadvantaged	N/A		24	673
English Learners	N/A		31	665
Students with Disabilities	N/A			484

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced (Adv.), Proficient (Prof.), and Not Proficient (Not Prof.). *Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.* This table displays the percent of students achieving at the Proficient or Advanced level.

CAHSEE Results for All Students			
Subject	School	District	State
2007-08			
English	42.9	49.2	52.9
Mathematics	36.0	42.9	51.3
2008-09			
English	48.3	52.8	52.0
Mathematics	43.4	47.7	53.3

CAHSEE Results by Student Group - Most Recent Year					
English-Language Arts			Mathematics		
Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.
All Students					
51.8	28.5	19.7	56.6	33.4	10.0
Male					
56.5	25.2	18.2	54.2	31.8	14.0
Female					
46.9	31.9	21.3	59.1	35.1	5.8
African American					
53.3	28.3	18.3	63.3	31.7	5.0
American Indian or Alaska Native					
*	*	*	*	*	*
Asian					
*	*	*	*	*	*
Filipino					
53.8	23.1	23.1	42.9	35.7	21.4
Hispanic or Latino					
60.3	25.9	13.8	59.6	32.3	8.1
Pacific Islander					
*	*	*	*	*	*
White (not Hispanic)					
35.3	32.8	31.9	49.6	35.9	14.5
English Learners					
64.8	23.4	11.7	59.8	34.6	5.5
Socioeconomically Disadvantaged					
57.7	27.5	14.8	61.1	31.2	7.7
Students Receiving Migrant Education Services					
*	*	*	*	*	*
Students with Disabilities					
87.8	9.8	2.4	85.0	10.0	5.0

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.

Dropout and Graduation Rates			
Indicator	2005-06	2006-07	2007-08
School			
Dropout Rate: 1yr			0.8
Graduation Rate		78.5	98.5
District			
Dropout Rate: 1yr	3.7	5.7	4.6
Graduation Rate	78.0	78.5	80.4
State			
Dropout Rate: 1yr	3.5	4.4	3.9
Graduation Rate	83.4	80.6	80.2

Advanced Placement Courses

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.

Advanced Placement (AP) Courses		
Subject	# Offered	% of Students Enrolled
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science	1	N/A
All courses	3	1.5

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 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.

Admission Requirements for California's Public Universities (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.

Advanced Placement Courses

The results profiled in the summary are based on all students who attempted an Advanced Placement (A.P.) Test from district high schools in 2008-2009. The results reflect all tests attempted. Some students attempted more than one test; therefore, the number of attempted tests does not indicate unique students. Advanced Placement tests are important for college bound students in that students may receive "credit" for college classes if they earn a 3, 4 or 5 in an exam. Each college and university determines its own policy. In some cases, students earning a '5' may be given credit for two classes of freshman level college work. It is difficult for smaller schools to offer the same number of AP courses as the larger schools. At smaller schools AP courses are often combined with non-AP courses, i.e., United States History and AP United States History. Administration supports AP students in combination classes by providing tutorial assistance. Students at smaller schools can also access AP courses on-line through the University of California.

Advanced Placement Test	Tahquitz High School			Hemet Unified School District			National	State
	Students Attempting Test	Students Passing w/ 3, 4, or 5	% Pass Rate	Students Attempting Test	Students Passing w/ 3, 4, or 5	% Pass Rate	% Pass Rate	% Pass Rate
AP Art History				87	27	31%	57%	60%
AP Biology	8	0	0%	40	9	23%	50%	54%
AP Calculus A/B	3	1	33%	89	47	53%	59%	61%
AP Calculus B/C				6	2	33%	80%	81%
AP Chinese Language				1	1	100%	97%	99%
AP Computer Science A				33	9	27%	62%	67%
AP Computer Science AB				8	4	50%	76%	67%
AP Economics – Macro				46	29	63%	55%	57%
AP Economics - Micro				8	7	88%	63%	67%
AP European History				98	40	41%	67%	63%
AP French Language				3	0	0%	53%	54%
AP German Language				1	1	100%	66%	65%
AP Gov. Politics Comp				9	0	0%	61%	64%
AP Human Geography				1	1	100%	50%	65%
AP Eng. Language	29	9	31%	196	103	53%	60%	58%
AP Eng. Literature				123	51	41%	58%	58%
AP Physics C: Mechanics				2	1	50%	69%	66%
AP Psychology				5	3	60%	68%	69%
AP Spanish Language	2	2	100%	46	39	85%	70%	78%
AP Spanish Literature				2	2	100%	68%	58%
AP Statistics				21	8	38%	59%	57%
AP U.S. History	51	3	0%	214	59	28%	52%	54%
AP US Gov.& Politics				48	22	46%	55%	54%
AP World History				1	0	0%	50%	52%
Totals	**93**	**15**	**16%**	**524**	**214**	**41**	**59**	**53%**

Career Technical Education Programs

The career technical educational programs offered at Tahquitz High School include Three Dimensional Design, Broadcast Production & Photographic Laboratory and Darkrooms.

Career Technical Education Participation

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

Career Technical Education Participation	
Number of pupils	122
Percent of pupils completing a CTE program and earning a high school diploma	N/A
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

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.

Courses for University of California and/or California State University Admission	
Percent of Students Enrolled in Courses Required for UC/CSU Admission	69.9
Percent of Graduates Who Completed All Courses Required for UC/CSU Admission	