



West Valley High School

3401 Mustang Way ♦ Hemet, CA 92545 ♦ (951) 765-1600 ♦ Grades 9-12
Mark Lenoir, Principal

2008-09 School Accountability Report Card

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Hemet Unified School District

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Principal's Message

West Valley High School is an accredited state-of-the art, comprehensive high school. West Valley High School serves approximately 1850 students, grades 9 -12, representing a broad cross-section of cultural and socio-economic backgrounds. Its emphasis on Standards Based Education, integrated curriculum, and technology, West Valley High School represents a new direction for Riverside County Schools. The typical fixed-class structure of teacher as lecturer and students as observer gives way to a flexible, student centered environment where students are actively involved in the teaching/learning process. An integrated curriculum enables students to understand and apply concepts from different disciplines and appreciate their common relationships. Merging technology with the traditional academic disciplines empowers students to become critical thinkers, capable of anticipating and adapting to change. WVHS has implemented many academic interventions to assist student's achievement. There is a conscious and consistent effort to increase the level of student progress and to promote lifelong success.

Belief Statements

At West Valley High School we believe that:

- Each student is unique and important.
- Each student can learn and is entitled to a quality education.
- Each student is responsible and accountable for his/her actions.
- Each stakeholder—student, parent, faculty, staff, and community member—contributes to the success of the school.

West Valley High School's Mission Statement

The mission of West Valley High School is to prepare its diverse student body with the skills, confidence and flexibility to participate in, and contribute to, an ever changing world community.

Expected Schoolwide Learning Results (ESLRs)

- Core Learning — mastering a standards-based curriculum
- Critical Thinking — developing higher level thinking and problem-solving skills
- Communication — applying written, verbal, and technological skills
- Collaboration — effectively working with others
- Community — becoming productive, positive citizens

Opportunities for Parent Involvement

West Valley High School addresses the six areas of parent involvement through their comprehensive school plan. For more information, contact the site Principal, Mark LeNoir at (951) 765-1600.

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: 2200	
African American	11.00%
American Indian or Alaska Native	0.82%
Asian	2.27%
English Learners	15.00%
Filipino	2.32%
Hispanic or Latino	43.32%
Pacific Islander	0.95%
White (not Hispanic)	38.95%
Socioeconomically Disadvantaged	61.00%
Students with Disabilities	12.00%
Multiple or No Response	0.36%

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	23.2	16.5	31.3	15.4	14.8	18.4
Expulsions	1.4	0.9	0.6	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.

West Valley High School has a comprehensive staff development program plan supported by several state and grant programs. All staff development is targeted specifically for the improvement of student performance and curricular alignment to the California Content Standards in the areas of Language Arts, Math, Science, and Social Science. Staff development for the non-core areas is also supported in the program plan. Specific training for classified support staff is integrated into the program plan as well.

West Valley High School's staff development program is augmented by the District office staff development team and consultant groups when appropriate.

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+
2006-07				
English	32.2	16	15	77
Mathematics	35.4	6	9	66
Science	36.2	4	4	43
Social-Science	34.9	4	19	69
2007-08				
English	32.6	7	35	42
Mathematics	34.3	5	15	43
Science	34.1	4	9	37
Social-Science	34.5	7	13	48
2008-09				
English	34.4	8	12	50
Mathematics	34.0	5	11	38
Science	37.7	1	8	30
Social-Science	35.2	3	14	38

Types of Services Funded

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	\$387,120
EIA	\$133,509
EIA/LEP	\$45,549
School & Library Improvement Block Grant	\$44,213
Lottery	\$39,472
GATE	\$3606
Safe & Drug Free Schools	\$2620

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	\$5,541	\$1,133	\$4,408	\$64,293
District	--	--	\$5,473	\$63,697
State	--	--	\$5,586	\$67,109
Percent Difference (School/District)			-19	1
Percent Difference (School/State)			-21	-4

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	90.1	9.9
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	5
Average # of Students per Counselor	440
Library Media Teacher	
Library Media Services Staff	
Psychologist	
Social Worker	
Nurse	
Health Technician	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	104	88	74	998
Without Full Credential	11	9	8	34
Outside Subject Area of Competence	13	12	7	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	1

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	4	5
Similar Schools	7	7	9

School Site Safety Plan

SB187 Safety Plan

Date the plan was last updated: August 22, 2009

Date the plan was last reviewed: August 22, 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.

West Valley High School is a school campus adjacent to a developing city park. The school facilities are first rate. Students are supervised on campus by eight campus supervisors, four administrators, and six counselors, with maximum coverage during passing periods and lunch. West Valley High School employs a full time school resource officer (SRO) providing on-site supervision, counseling, and referral services.

Pursuant to state and District guidelines, West Valley 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

West Valley High School (WVHS) has completed its fourteenth year at its beautiful site. WVHS is located in the southwest corner of Hemet between the Domenigoni Reservoir and Ryan Airport. The campus covers more than 60 acres, has over 100 classrooms and specialty classrooms like computer labs, wood shop, drafting, choir, band, pottery and foods and nutrition classrooms. Presently, all computers are networked, allowing access to the student information database. Every classroom has adequate space and all the materials needed to ensure student success.

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]	[]	[]	A242 gas leak.
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall/Pest/Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	Several rooms have lights out/bulbs burned out; fixture hanging down; missing light switch; replace phone lever; broken solenoid.
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[]	[X]	[]	[]	A242 facets leak.
Safety: Fire Safety/Hazardous Materials	[]	[X]	[]	[]	Fire extinguisher resting on table.
Structural: Structural Damage/Roofs	[]	[X]	[]	[]	Stained ceiling and missing ceiling tiles; boys locker room broken tile base boards, lab staging table loose; locks on cabinets not working.
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				
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	Magraders 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
Science				
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

Adopted Textbooks				
Grade Levels / Title		Publisher	Edition	Adopted
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	16.6	26.6	47.7

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	38	42	44	39	43	46	43	46	50
Mathematics	12	13	18	34	37	38	40	43	46
Science	31	42	39	32	39	41	38	46	50
History-Social Science	32	38	45	28	31	34	33	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	41	11	27	35
American Indian / Alaska Native	*	*	*	*
Asian	65	43	58	66
Hispanic or Latino	35	14	28	38
Filipino	73	47	73	68
Pacific Islander	48	30	*	64
White (not Hispanic)	54	21	51	52
Male	40	19	40	49
Female	49	16	37	41
Economically Disadvantaged	37	16	33	41
English Learners	9	8	8	15
Students with Disabilities	19	15	19	10
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	No	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

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	1.2	2.5	3.7
Graduation Rate	91.9	88.8	85.5
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

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	In PI	In PI
First Year of PI	2004-2005	2004-2005
Year in PI	Year 4	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				
Student Group	Actual Change			Score
	06-07	07-08	08-09	2009
All Students at the School	8	30	14	725
African American	-8	40	3	683
American Indian / Alaska Native				
Asian				
Filipino				
Hispanic or Latino	13	32	16	691
Pacific Islander				
White (not Hispanic)	10	22	17	762
Socioeconomically Disadvantaged	16	38	13	701
English Learners	25	24	30	672
Students with Disabilities	-25	62	20	507

Career Technical Education Programs

The career technical educational programs offered at West Valley High School include:

- Acting
- Agriculture Science 1 & 2
- Computer Applications
- Computer Keyboarding
- Foods/Nutrition
- Theater Technology
- Theater Workshop
- Theatre Make-Up

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
2006-07			
English	41.3	45.9	48.6
Mathematics	34.9	39.8	49.9
2007-08			
English	50.8	49.2	52.9
Mathematics	48.4	42.9	51.3
2008-09			
English	50.1	52.8	52.0
Mathematics	44.3	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					
49.9	31.2	18.9	55.8	34.5	9.7
Male					
55.4	30.2	14.5	52.4	35.6	12.0
Female					
44.5	32.2	23.3	59.2	33.5	7.3
African American					
63.8	25.9	10.3	66.1	28.8	5.1
American Indian or Alaska Native					
*	*	*	*	*	*
Asian					
33.3	50.0	16.7	25.0	50.0	25.0
Filipino					
*	*	*	*	*	*
Hispanic or Latino					
59.0	29.0	11.9	62.4	32.4	5.2
Pacific Islander					
54.5	9.1	36.4	45.5	27.3	27.3
White (not Hispanic)					
38.0	34.1	27.9	48.6	37.2	14.2
English Learners					
63.4	26.8	9.8	60.5	29.8	9.6
Socioeconomically Disadvantaged					
55.5	29.6	15.0	60.5	33.1	6.4
Students Receiving Migrant Education Services					
*	*	*	*	*	*
Students with Disabilities					
88.6	4.5	6.8	91.5	4.3	4.3

Completion of High School Graduation Requirements

For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Graduating Class of 2009		
	School	District
All Students	508	1402
African American	54	78
American Indian / Alaska Native	4	19
Asian	11	24
Filipino	14	20
Hispanic or Latino	211	486
Pacific Islander	0	3
White (not Hispanic)	214	772
Socioeconomically	257	557
English Learners	53	101
Students with Disabilities	29	94

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
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All courses	9	3.5

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 Testing Summary								
Advanced Placement Test	West Valley 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	26	9	35%	87	27	31%	57%	60%
AP Biology	31	9	30%	40	9	23%	50%	54%
AP Calculus A/B	47	23	49%	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	44	27	61%	46	29	63%	55%	57%
AP Economics - Micro	5	4	80%	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	55	34	62%	196	103	53%	60%	58%
AP Eng. Literature	30	18	60%	123	51	41%	58%	58%
AP Physics C: Mechanics				2	1	50%	69%	66%
AP Psychology				5	3	60%	68%	69%
AP Spanish Language	24	23	96%	46	39	85%	70%	78%
AP Spanish Literature				2	2	100%	68%	58%
AP Statistics				21	8	38%	59%	57%
AP U.S. History	50	23	46%	214	59	28%	52%	54%
AP US Gov. & Politics	43	19	44%	48	22	46%	55%	54%
AP World History				1	0	0%	50%	52%
Totals	355	189	53%	524	214	41	59	53%

Career Technical Education Participation

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

Career Technical Education Participation	
Number of pupils	909
Percent of pupils completing a CTE program and earning a high school diploma	28%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16%

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	73.9
Percent of Graduates Who Completed All Courses Required for UC/CSU Admission	28.7