

# **Tahquitz High School**

4425 Titan Trail ◆ Hemet, CA 92545 ◆ (951) 765-6300 ◆ Grades 9-12 Dr. Michael Roe, Principal

## 2009-10 School Accountability Report Card

Published During 2010-11



#### **Hemet Unified School District**

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#### www.hemetusd.k12.ca.us

#### **Governing Board**

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Mrs. Charlotte Jones
Board Member

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#### **District Administration**

**Dr. Steven A. Lowder** Superintendent

**Dr. Sally Cawthon**Assistant Superintendent
Educational Services

**Dr. LaFaye Platter**Deputy Superintendent
Human Resources

Vince Christakos Assistant Superintendent Business Services

#### **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.

#### **Tahquitz High School Mission Statement**

We will provide a series of opportunities that create a foundation for success in a global community through a relevant and rigorous education to meet the diverse needs of our students.

- 1. We will celebrate achievement
- 2. We will overcome challenges
- 3. We will be successful

#### **Tahquitz High School Vision Statement**

To inspire an environment of voracious learning and positive relationships, demonstrated by service to others, leadership, and community involvement.

#### Tahquitz High School Expected School-wide Learning Results (eslrs)

Passion for Learning

Students will demonstrate the development of a life-long pursuit of knowledge.

Students will demonstrate the ability to think critically and to solve problems both independently and collaboratively.

Respect for Yourself, for your Community, and for the Environment

Students will demonstrate pride in themselves.

Students will demonstrate care for their communities and their environment.

Integrity in All Things

Students will demonstrate ethical decision making.

Students will demonstrate personal accountability.

**Dedication to Growth** 

Students will demonstrate technological proficiency and adaptability.

Students will demonstrate an appreciation of artistic endeavors and a commitment to healthful living. Excellence in Everything

Students will demonstrate achievement of high academic standards.

Students will demonstrate the setting, attainment, and celebration of goals.

#### **Opportunities for Parent Involvement**

The site addresses the six areas of parent involvement through their comprehensive school plan. Parents may also be involved in: PTSA, 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). Parents, students, and community members all have access to Web 2.0 technologies through Facebook, Twitter, WikiSpaces, and Weebly. For more information, contact the site Principal, Dr. Michael Roe at (951) 765-6300.

#### **Hemet Unified School District's Core Values**

- framework in which students and staff can succeed.
- achievement level in each subject each year.
- best staff to work in the Hemet Unified School District.
- achievement.
- It is the District's responsibility to provide alternative education not do well in a traditional setting.
- The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
- students.
- The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we Class Size and Distribution think of ourselves as a district.
- It is the District's responsibility to respond positively to the changing needs of our community and students.
- 10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

Enrollment by Student Group					
2009-10 Enrollment: 1,485					
Black or African American	10				
American Indian or Alaska Native	1				
Asian	1.75				
Filipino	2				
Hispanic or Latino	55				
Native Hawaiian/Pacific Islander	0.47				
White	28				
Two or More Races					
Socioeconomically Disadvantaged	71				
English Learners	19				
Students with Disabilities	11				

#### **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						
	07-08	08-09 09-10 07-08 08-09 09-10			09-10			
Suspensions	31.4	29.1	27.6	14.8	18.4	18.8		
Expulsions	<b>Expulsions</b> 1.6 0.9 1.3 0.6 0.4 0.5							

#### **District Profile**

It is the District's responsibility to provide a structure and Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of All students can develop their intellect and improve their academic very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of It is the District's responsibility to recruit, train and retain the very over 22,000 students. Preschool centers at seven school locations, eleven elementary schools (K-5), three elementary/middle schools (K-Good first teaching is the most powerful tool for improving student 8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter school, a science-based charter Middle School, an Adult opportunities that create pathways to success for students who do Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a Participation in activities such as academic competitions, music, positive educational environment for all students, yet structured enough drama, sports, clubs and other "non-academic" endeavors to ensure attainment of the California Content Standards and passing develops the human spirit and provides balance between the the California High School Exit Exam. With the support of the intellectual, physical and emotional/social development of our community, school staffs have developed highly successful programs in music, agriculture, and athletics.

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).

sor classicality:									
Average Class Size & Class Size Distribution (Secondary)									
Cubiost	Avg.	Number of Classrooms							
Subject	Class Size	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	0	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					
	2009	-10							
English	22.38	9	16	21					
Mathematics	22.67	11	13	13					
Science	21.64	6	21	8					
Social-Science	25.26	6	17	21					

#### Types of Services Funded

categorical funds to help provide our students with academic opportunities for professional growth and training in a variety of opportunities. One of the key areas our School Site Council has chosen programs so that all teachers and paraprofessionals may become to allocate categorical funds towards is CAHSEE preparation classes. highly qualified under the No Child Left Behind law. The focus is on the At Tahquitz we offer CAHSEE Saturday classes that provide intense delivery of a standards-based instructional program. District training and review for students who need to pass the exit exam in both professional development priorities are outlined in the current LEA math and English. Students are given the opportunity to take addendum as Curriculum Specific Trainings in Language Arts and comprehensive diagnostic exams and use the results to work on Mathematics, Administrator Training Program, English Now, BTSA specific skills towards passing the CAHSEE. We also provide intensive Induction Support for year one and two teachers, and specific Special math and English support classes for those students who are receiving Education trainings. Peer Assistance Review (PAR) is available to poor grades and test scores in the regular education setting.

parent and community involvement. We are working diligently to Coaches in language arts and mathematics, provide ongoing support in provide parent involvement opportunities including annual title I day to day professional development needs for all instructional meetings, ELAC meetings, and AVID parent nights. We also have a personnel. The District revised the Technology Plan in 2006 to include comprehensive freshman orientation program allowing us to bridge the opportunities for staff to increase skills in technology application and gap with our feeder schools.

Lastly we have made a concentrated effort to help support our E.L. Categorical funds at the district and site level are designated for a students through an intensive program that allows English learners a Director of Professional Development, a secretary and an eight hour period of support by using both the English Now program as well as clerk to coordinate district professional development. The 2010-2011 Read 180. We have also supplemented these programs though Professional Development "At a Glance" calendar is posted weekly to 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 - \$28,032 EIA - \$31,572 EIA/LEP - \$320 Lottery \$26,189

#### **Expenditures Per Pupil and Teacher Salaries (FY 08-09)**

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 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							
	Expe	Average					
Level	Total	Supp.	Basic	Teacher Salary			
School	\$6,485	\$599	\$5,885	\$63,921			
District		-	\$5,847	\$64,956			
State		-	\$5,681	\$68,179			
Percent Differe	ence (School/	.6	-1				
Percent Differe	ence (School/	3.6	-6.2				

#### **Professional Development**

At Tahquitz High School we provide supplemental services through The school district provides all certificated and classified members with veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional Another area that we focus on through our categorical programs is development. Moreover, seven Strategy Focused Instructional instruction.

share professional development occurring throughout the district.

#### **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	3.0			
Average # of Students per Counselor	499			
Counselor (Social/Behavioral or Career	0			
Library Media Teacher (Librarian)	.5			
Library Media Services Staff (paraprofessional)	1.0			
Psychologist	1.0			
Social Worker	0			
Nurse	.25			
Health Technician	.875			
Speech/Language/Hearing Specialist	.4			
Resource Specialist (non-teaching)	0			
Other	0			

#### **Teacher and Administrative Salaries (FY 08-09)**

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	40,421.00				
Mid-Range Teacher Salary	66,464	60,038.00				
Highest Teacher Salary	87,860	79,654.00				
Superintendent Salary	250,180.00	223,323				
Average Principal Salary (Elementary)	107,901	108,894				
Average Principal Salary (Middle)	115,624	113,713				
Average Principal Salary (High)	117,801	124,531				
% of Budget (Teacher Salaries)	43.55	40.24				
% of Budget (Administrative Salaries)	5.58	5.53				

## 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 <a href="http://www.cde.ca.gov/nclb/sr/tg/">http://www.cde.ca.gov/nclb/sr/tg/</a>

% of Classes In Core Academic Subjects Taught by Teachers Who Are						
Level NCLB Non-NCLB Compliant Compliant						
This School	97.63	2.37				
All Schools in District	95.43	4.57				
High-Poverty Schools		3.38				
Low-Poverty Schools		N/A				

#### **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 <a href="http://dq.cde.ca.gov/dataquest/">http://dq.cde.ca.gov/dataquest/</a>.

Teacher Credentials							
Tacabara		District					
Teachers	07-08	08-09	09-10	09-10			
With Full Credential	36	48	55	996			
Without Full Credential	3	1	0	14			
Outside Subject Area of Competence	7	5	6	108			

#### **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							
08-09 09-10 10-11							
Teachers of English Learners	0	0	0				
Total Teacher Misassignments	0	0	0				
Vacant Teacher Positions 0 0 0							

#### **School Site Safety Plan**

SB187 Safety Plan

Date the plan was last updated: May, 2010

Date the plan was last reviewed: September, 2010

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**

Date of Most Recent Inspection: 8/5/10

Tahquitz High School opened in the fall of 2007. THS provides a safe and clean environment for learning. Tahquitz boasts state of the art facilities including, Fine and Performing Arts Center that includes a 500 seat capacity theatre, an industrial arts complex, two lunch shelter areas, a comprehensive library/media center, a college and career center, Gymnasium with 3 full courts (1,200 seat capacity), boys/girls locker rooms, tennis courts, as well as conveniently located and professional designed baseball and softball fields for both Varsity and JV. In the fall of 2008, Tahquitz opened our 4,000 seat stadium magnificently positioned between the surrounding mountains and a CIF regulation swimming pool. We are proud of our facilities and our entire faculty and staff strive to keep everything in top shape.

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 Increased		Repair Needed /				
Item Inspected	Exemplary	Good	Fair	Poor	Action Taken or Planned	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[]	[X]	[]	[]		
Interior: Interior Surfaces	[]	[]	[X]	[]	Water stains in ceiling tiles in 24 classrooms and administration bldg.	
Cleanliness: Overall/Pest/Vermin Infestation	[]	[X]	[]	[]		
Electrical: Electrical	[]	[X]	[]	[]		
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[]	[X]	[]	[]		
Safety: Fire Safety/Hazardous Materials	[]	[X]	[]	[]		
Structural: Structural Damage/Roofs	[]	[X]	[]	[]		
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 10/5/10 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 7	<b>Textbooks</b>							
	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					
	Mathe	matics							
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 S	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 L	anguage							
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				
	Scie	ence						
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				
	Visual & Perl	forming 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. 20				5/05			
4-12	Scholastic Read 180	Scholastic, Inc.	2002	5/05			

Advanced Placement (AP) Textbooks							
Publisher	Edition	Adopted					
AP Literature & Composition							
Wadsworth Cengage Learning	10th C (2009)	6/09					
AP Calculus							
Houghton Mifflin Company	8th C (2006)	6/09					
ience & Computer Programming							
Pearson Education, Inc.	2nd C (2007)	6/09					
sh Language & Literature							
McDougal Littell, Inc.	1st C (2007)	6/09					
McDougal Littell, Inc.	C (2003)	6/09					
McDougal Littell, Inc.	C (2003)	6/09					
AP U.S. History							
Pearson Publisher	5th C (2007)	6/09					
European History							
Pearson Education LtdPrentice Hall	9th C (2007)	6/09					
AP Art History							
Prentice Hall Publisher	3rd C (2008)	6/09					
AP Biology							
Addison Wesley	8th (2008)	6/09					
ral Environmental Science							
Pearson/Prentice Hall	C (2008)	6/09					
	Publisher  Prature & Composition  Wadsworth Cengage Learning  AP Calculus  Houghton Mifflin Company  Jence & Computer Programming  Pearson Education, Inc.  Sh Language & Literature  McDougal Littell, Inc.  McDougal Littell, Inc.  McDougal Littell, Inc.  AP U.S. History  Pearson Publisher  European History  Pearson Education LtdPrentice Hall  AP Art History  Prentice Hall Publisher  AP Biology  Addison Wesley  ral Environmental Science	Publisher Edition  Prature & Composition  Wadsworth Cengage Learning 10th C (2009)  AP Calculus  Houghton Mifflin Company 8th C (2006)  Jence & Computer Programming  Pearson Education, Inc. 2nd C (2007)  Sh Language & Literature  McDougal Littell, Inc. 1st C (2007)  McDougal Littell, Inc. C (2003)  McDougal Littell, Inc. C (2003)  AP U.S. History  Pearson Publisher 5th C (2007)  European History  Pearson Education LtdPrentice Hall 9th C (2007)  AP Art History  Prentice Hall Publisher 3rd C (2008)  AP Biology  Addison Wesley 8th (2008)					

#### **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						
<b>Grade 9</b> 13.0 32.5 37.1						

#### **DataQuest and Access to Data**

DataQuest is an online data tool located on the CDE DataQuest Web page at <a href="http://dq.cde.ca.gov/dataquest/">http://dq.cde.ca.gov/dataquest/</a> 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 <a href="http://star.cde.ca.gov">http://star.cde.ca.gov</a>. 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									
Cubings		School			District			State	
Subject	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	40	39	39	43	48	48	46	50	52
Mathematics	17	17	17	37	41	41	43	46	48
Science	33	35	35	39	47	47	46	50	54
History-Social Science	26	29	29	31	36	36	36	41	44

#### **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			
All Students in the LEA							
All Student at the School							
Male	35	19	37	34			
Female	44	16	34	24			
Black or African American	38	14	31	23			
American Indian or Alaska Native	50	8	*	*			
Asian	58	44	*	58			
Filipino	56	22	62	52			
Hispanic or Latino	31	15	29	24			
Native Hawaiian/Pacific Islander	*	*	*	*			
White	53	21	47	35			
Two or More Races	*	*		*			
Socioeconomically Disadvantaged	35	16	34	25			
English Learners	8	7	15	10			
Students with Disabilities	16	14	7	10			
Students Receiving Migrant Education Services							

#### 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)	N/A	Yes
Number of Schools Currently in Pl	N/A	16
Percent of Schools Currently in PI	N/A	59.3

#### 2010 Growth API Comparison by Student Group

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 Creum	2010 Growth API				
Student Group	School	LEA	State		
All Students at the School	702	753	767		
Black or African American	633	692	686		
American Indian or Alaska Native		720	728		
Asian		838	890		
Filipino		837	851		
Hispanic or Latino	680	723	715		
Native Hawaiian/Pacific Islander			753		
White	754	794	838		
Two or More Races			808		
Socioeconomically Disadvantaged	679	726	712		
English Learners	647	687	692		
Students with Disabilities	463	607	580		

#### 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 <a href="http://www.cde.ca.gov/ta/ac/ap/">http://www.cde.ca.gov/ta/ac/ap/</a>.

#### API Ranks - Three-Year Comparison

API Ranks					
2007 2008 2009					
Statewide		4	4		
Similar Schools 7 8					

#### **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 <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a>.

Program Improvement Status					
School Distric					
PI Status	In PI	In PI			
First Year of PI	2010-2011	2004-2005			
Year in PI	Year 1	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 Crown	Actual Change				
Student Group	07-08	08-09	09-10		
All Students at the School	В	23	1		
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino		33	-6		
Native Hawaiian/Pacific Islander					
White		12	26		
Two or More Races					
Socioeconomically Disadvantaged		24	3		
English Learners		31	-20		
Students with Disabilities			-28		

#### 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 Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <a href="http://cahsee.cde.ca.gov/">http://cahsee.cde.ca.gov/</a>. 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.

CAHSEE Results for All Students							
Subject	Subject School District State						
2007-08							
English	42.9	49.2	52.9				
Mathematics	<b>atics</b> 36.0 42.9 51.3						
	2008-09						
English	48.3	52.8	52.0				
<b>Mathematics</b> 43.4 47.7 53.		53.3					
2009-10							
English	<b>English</b> 47.2 52.6 54						
Mathematics	41.8	49.9	53.4				

#### California High School Exit Exam (CAHSEE) Results

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

CAHS	SEE Results	s by Studen	nt Group - N	lost Recent	Year				
	sh-Languag			/lathematic					
Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.				
	1	All Students	s in the LEA	1					
47.9	25.6	26.7	50.6	36.1	13.5				
	Al	I Students	at the Scho	ol					
		Ma	ale						
63.5	21.9	14.6	57.4	36.8	5.8				
		Fen	nale						
41.6	34.3	24.2	59.2	29.6	11.2				
	ВІ	ack or Afric	an America	an					
64.0	16.0	20.0	60.0	36.0	4.0				
	Amer	ican Indian	or Alaska N	Native					
*	*	*	*	*	*				
		As	ian						
41.2	11.8	47.1	23.5	58.8	17.6				
		Filip	oino						
*	*	*	*	*	*				
		Hispanic	or Latino						
59.7	26.4	13.9	64.5	29.0	6.5				
		e Hawaiian	/Pacific Isla						
*	*	*	*	*	*				
		Wh	ite						
40.2	34.3	25.5	52.9	35.3	11.8				
		Two or Mo	ore Races						
*	*	*	*	*	*				
	Socio	economical	ly Disadvar	ntaged					
56.0	27.0	17.0	61.4	32.0	6.6				
		English	Learners						
65.8	21.6	12.6	67.0	26.6	6.4				
	Students with Disabilities								
90.5	7.1	2.4	85.0	12.5	2.5				
	tudents Red	ceiving Mig	rant Educat	ion Service					
*	*	*	*	*	*				

#### **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	2006-07	2007-08	2008-09		
School					
Dropout Rate: 1yr		1	3.2		
<b>Graduation Rate</b>		0			
District					
Dropout Rate: 1yr		5	4.9		
<b>Graduation Rate</b>		80	83.0		
State					
Dropout Rate: 1yr	5	5	5.7		
Graduation Rate	81	80	78.5		

#### **Completion of High School Graduation Requirements**

For students who began the 2009-10 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 2010					
	School	District			
All Students	80	79			
Black or African American	55	93			
American Indian or Alaska Native	100	93			
Asian	80	100			
Filipino	50	100			
Hispanic or Latino	83	80			
Native Hawaiian/Pacific Islander	100	92			
White	86	90			
Socioeconomically Disadvantaged	65	69			
English Learners	71	63			
Students with Disabilities	32	74			

#### **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	0	N/A			
English	2	N/A			
Fine and Performing Arts	1	N/A			
Foreign Language	1	N/A			
Mathematics	2	N/A			
Science	1	N/A			
Social Science	1	N/A			
All courses	8	1.6			

#### **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 2009-10. 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	Tahquitz High School			Hemet Unified School District			National	State
Placement Test	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	25	18	72	113	69	61	61	67
AP Biology	9	0	0	77	30	39	49	51
AP Calculus A/B	18	4	22	98	46	47	55	57
AP Calculus B/C	3	1	33	7	1	14	55	57
AP Chemistry				18	3	17	54	58
AP Computer Science A				29	10	34	65	69
AP Economics – Macro				45	29	64	54	58
AP Economics - Micro				18	6	33	62	66
AP European History				127	50	39	65	60
AP French Language				14	3	21	52	53
AP Gov. Politics Comp				15	5	33	59	63
AP Eng. Language	28	15	54	158	75	47	61	59
AP Eng. Literature	26	7	27	135	70	52	57	57
AP Music Theory				1	1	100	60	67
AP Physics B				1	1	100	58	59
AP Psychology				1	1	100	66	66
AP Spanish Language	8	8	100	62	46	74	72	80
AP Spanish Literature				2	1	50	59	61
AP Statistics				30	12	40	58	58
AP U.S. History	36	8	22	159	36	23	53	55
AP US Gov.& Politics				49	21	43	51	50
AP World History				1	1	100	49	53
Totals	153	61	40	1,160	517	45		

### 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 <a href="http://www.universityofcalifornia.edu/admissions/general.html">http://www.universityofcalifornia.edu/admissions/general.html</a>.

#### 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 <a href="http://www.calstate.edu/SAS/admreq.shtml">http://www.calstate.edu/SAS/admreq.shtml</a>.

#### **Career Technical Education Programs**

The career technical educational programs offered at Tahquitz High School include:

Virtual Enterprise, Marketing (Student Store), Digital Photgraphy, and Maintenance Mechanics

#### **Career Technical Education Participation**

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

Career Technical Education Participation				
Number of pupils	326			
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

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	98			
Percent of Graduates Who Completed All Courses Required for UC/CSU Admission	15			