

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Santa Rosa High School

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

Phone: 707-528-5291

Principal: James Goddard

Grade Span: 9 - 12

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

About This School

Santa Rosa High School is a newly remodeled, historic school That will celebrate its 129th commencement in spring 2009. It is the eighth oldest high school in the state with the main building being declared a historic state landmark. SRHS offers a wide array of Advanced Placement and honors courses. The nationally renowned ArtQuest Program is unique in northern California and received a Golden Bell Award from the California State Board Association for outstanding visual and performing arts program in fall 2007. ArtQuest has specialty areas in visual fine arts, video production, digital arts, photography, vocal music, instrumental music, drama and dance. ArtQuest is one of many rich academic, artistic, athletic and career-technical education opportunities on this beautiful comprehensive high school campus.

Program Highlights:

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

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

Student Enrollment

Group	Percent
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American Indian or Alaska Native	1.73 %
Asian	3.61 %
Filipino	0.64 %
Hispanic or Latino	23.19 %
Pacific Islander	0.3 %
White (not Hispanic)	63.25 %
Multiple or No Response	4.25 %
Socioeconomically Disadvantaged	15 %
English Learners	11 %
Students with Disabilities	8 %

Teachers

Indicator	Teachers
Teachers with full credential	92
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	12
Total Teacher Misassignments	12

School Facilities

Summary of Most Recent Site Inspection

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

This school was inspected on 10/17/08 and had an overall rating of “exemplary.”

The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Repairs Needed

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

Corrective Actions Taken or Planned

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

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional
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	Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,202
District	\$5,511
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	53%
Mathematics	32%
Science	50%
History-Social Science	40%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	751
Statewide Rank (from 2007 Base API Report)	8
2008-09 Program Improvement Status (PI Year)	Not in PI

School Completion

Indicator	Result
Graduation Rate	93.4%

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	40%
Graduates Who Completed All Courses Required for University of California or California State University Admission	44.2%

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Santa Rosa High	District Name	Santa Rosa High
Street	1235 Mendocino Ave.	Phone Number	707-528-5181
City, State, Zip	Santa Rosa , CA 95401-4312	Web Site	www.srcs.k12.ca.us
Phone Number	707-528-5291	Superintendent	Dr. Sharon Liddell
Principal	James Goddard	E-mail Address	sliddell@srcs.k12.ca.us
E-mail Address	jgoddard@srcs.k12.ca.us	CDS Code	49-70920-4936803

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Santa Rosa High School is a newly remodeled, historic school That will celebrate its 129th commencement in spring 2009. It is the eighth oldest high school in the state with the main building being declared a historic state landmark. SRHS offers a wide array of Advanced Placement and honors courses. The nationally renowned ArtQuest Program is unique in northern California and received a Golden Bell Award from the California State Board Association for outstanding visual and performing arts program in fall 2007. ArtQuest has specialty areas in visual fine arts, video production, digital arts, photography, vocal music, instrumental music, drama and dance. ArtQuest is one of many rich academic, artistic, athletic and career-technical education opportunities on this beautiful comprehensive high school campus.

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

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

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

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Grade 9	513
Grade 10	560
Grade 11	506
Grade 12	443
Total Enrollment	2022

Student Enrollment by Group (School Year 2007-08)

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

Group	Percent of Total Enrollment
African American	3.02 %
American Indian or Alaska Native	1.73 %
Asian	3.61 %
Filipino	0.64 %
Hispanic or Latino	23.19 %
Pacific Islander	0.3 %

White (not Hispanic)	63.25 %
Multiple or No Response	4.25 %
Socioeconomically Disadvantaged	15 %
English Learners	11 %
Students with Disabilities	8 %

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.8	31	33	11	26.2	29	24	19	25.4	30	25	20
Mathematics	26.2	27	21	14	26.1	23	25	11	26.1	21	20	17
Science	28.3	6	29	6	29.3	6	23	11	30.7	2	18	25
Social Science	29.8	7	20	23	30.9	4	24	21	29.3	8	18	19

III. School Climate

School Safety Plan (School Year 2007-08)

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

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

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	27	20	19	27	24	22
Expulsions	2	0	3	1	1	2

IV. School Facilities

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

This section provides information about the condition of the school's grounds, buildings, and

restrooms, and a description of any planned or recently completed facility improvements. Our long anticipated Veterinary Technician Lab facility, followed by the start of our Vet. Tech. curriculum opened for the 2008-2009 school year. This facility is a new, state of the art facility for all students who wish to pursue a vocation of Veterinary Technician. Additionally our green house is in its final stages of completion and we are looking forward to our new construction technology curriculum and the ensuing changes to our wood shop.

The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			Wood Shop: Stack and secure wood in room.
Hazardous Materials (interior and exterior)	√			
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	√			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	93	88	92	602
Without Full Credential	0	1	3	10
Teaching Outside Subject Area of Competence	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	12.6	10	12
Total Teacher Misassignments	12.6	10	12
Vacant Teacher Positions	1	2	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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 [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.4	3.6
All Schools in District	96.6	3.4
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	97.8	2.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors

and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.8	421
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes-Gold Prentice Hall 2002 PH Literature: Timeless Voices, Timeless Themes- Platinum, 2002 PH Literature, Timeless Voices, Timeless Themes-Platinum, Prentice Hall, 2002	0%
Mathematics	In grades 9-12, students have Board approved texts that support instruction based on California Content Standards. Every student has access to his or her own textbooks. In 2008, each secondary site reviewed and adopted math textbooks. Algebra Second Year 9-12; Algebra 2 ISBN: 978-0-618-81181-6; Larson ; McDougal Little; 2007	0%
Science	Earth Science, Pearson Prentice Hall, 2006 Modern Biology, Holt, Rinehart and Winston, 2002 Chemistry, Prentice Hall, 2002 Conceptual Physics, Pearson Prentice Hall, 2006	0%
History-Social Science	Modern World History: Patterns of Internment, Pearson Prentice Hall, 2006 Holt Economics, Holt, Rinehart and Winston, 1999	0%
Foreign Language	French 1-2 : Discovering French Bleu Euro Edition , Heath 2001 French 3-4 : Allez, Viens 2, Holt 2006 French 5-6 Allez, Veins 3 : LePetit – Prince; LePetit – Nicolas	0%

	7-8/AP: Lejeuxsson & Faits – Folio 2003; Bravo 5 th edition, 2005 Heink Spanish 1-2: Ven Conmigo I; 2003 Holt Spanish Intro: Spanish is Fun, 3 rd edition; Amsco 2000 Spanish 3-4: EnEspañol 2; McDougal Littell 2000 Spanish 5-6 (honors): Ven Conmigo 3; Holt 2003 Preparing for the Language Examination, 3 rd edition; Jose M. Dial Triangolo, 3 rd edition; Barbara Gatsri Spanish for Spanish Speakers: Nuevas Vistas I; Holt 2003 : Nosotros y. Nuestro Mundo; Glencoe; 1997 Nuevas Vistas I; Holt 2003; Nosotros y. Nuestro Mundo; Glencoe; 1997; 5-6 Nuevas Vistas II; Holt 2003	
Health		
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)	All science labs are fully supplied for lab courses.	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,412	\$1,210	\$5,202	\$75,924
District	\$7,067	\$1,556	\$5,511	\$75,332
Percent Difference – School Site and District	5%	13%	3%	0%
State	N/A	N/A	\$5,300	\$63,640
Percent Difference – School Site and State	N/A	N/A	1%	9%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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

High School, and the Santa Rosa City Schools are fortunate to have the support of the Foundation.

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

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

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,410	\$39,709
Mid-Range Teacher Salary	\$67,400	\$63,806
Highest Teacher Salary	\$80,890	\$82,082
Average Principal Salary (Elementary)	\$99,910	\$102,167
Average Principal Salary (Middle)	\$105,915	\$107,816
Average Principal Salary (High)	\$119,725	\$116,474
Superintendent Salary	\$165,100	\$183,479
Percent of Budget for Teacher Salaries	44.86%	40.66%
Percent of Budget for Administrative Salaries	6.66%	5.26%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	55	53	53	48	47	48	42	43	46

Mathematics	32	32	32	38	35	38	40	40	43
Science	44	45	50	42	45	49	35	38	46
History-Social Science	37	36	40	37	35	37	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	44	22	*	41
American Indian or Alaska Native	31	21	*	17
Asian	50	46	55	40
Filipino	*	*	*	*
Hispanic or Latino	27	20	23	16
Pacific Islander	*	*	*	*
White (not Hispanic)	62	36	60	49
Male	47	34	52	44
Female	57	30	49	36
Economically Disadvantaged	24	17	19	
English Learners	8	13	8	2
Students with Disabilities	12	6	8	
Students Receiving Migrant Education Services	5	23	*	0

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	69.2	71.3	72.4	63.6	60.7	63.5	51.1	48.6	52.9
Mathematics	63.1	69.1	72.6	57.6	64.2	64.0	46.8	49.9	51.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	27.6	42.3	30.0	27.4	42.7	30.0
Male	30.8	40.7	28.5	24.4	41.3	34.3
Female	24.3	44.0	31.7	30.5	44.0	25.5
African American	*	*	*	*	*	*
American Indian or Alaska Native	54.5	27.3	18.2	75.0	25.0	0.0
Asian	45.0	40.0	15.0	30.0	30.0	40.0
Filipino	*	*	*	*	*	*
Hispanic or Latino	52.3	36.7	11.0	44.4	45.4	10.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	17.1	44.8	38.1	18.9	43.7	37.5
English Learners	77.9	20.6	1.5	59.7	34.3	6.0
Socioeconomically Disadvantaged	60.0	34.0	6.0	52.0	42.0	6.0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	81.6	15.8	2.6	84.2	10.5	5.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	44.0

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

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

API Rank	2005	2006	2007
Statewide	7	8	8
Similar Schools	3	5	3

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 4936803

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-6	5	1	751
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-4	9	19	644
Pacific Islander				
White (not Hispanic)	-5	5	-1	796
Socioeconomically Disadvantaged	-15	8	-7	617
English Learners	9	2	-28	568
Students with Disabilities	-15	20	-25	482

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and

whether the school and the district met each of the AYP criteria.

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

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		21.9

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

California State University

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

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	1.3	2.5	1.8	1.6	4.8	3.0	3.1	3.5	4.4
Graduation Rate	94.3	88.6	93.4	90.2	80.5	86.1	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	397	1726	N/A
African American	13	50	N/A
American Indian or Alaska Native	2	17	N/A
Asian	19	102	N/A
Filipino	6	15	N/A
Hispanic or Latino	79	378	N/A
Pacific Islander	0	7	N/A
White (not Hispanic)	271	1008	N/A
Socioeconomically Disadvantaged	59	319	N/A
English Learners	4	367	N/A
Students with Disabilities	24	123	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Career Pathways are integrated sets of courses designed to benefit all students by meeting the training needs of the majority of students entering the workforce, making high school more relevant and thus decreasing the drop-out rate, providing courses that align with programs at local colleges to encourage students to continue their education after high school, and by providing an arena for students to learn about and experience potential careers to assist in choosing a major for college. Students must complete the requirements of a career pathway, the university pathway, a specialized program or design their own course of study through the individual pathway in order to graduate.

Santa Rosa High School offers Career Pathways in Agriculture & Natural Resources; Arts & Communications; Automotive Technology; Building Trades & Construction; Business, Computers & Information Technology; and Manufacturing Technology. In each pathway students are prepared to take an industry certification exam or equivalent measure of skill to demonstrate achievement to potential employers or colleges. Arts & Communications Pathway students demonstrate proficiency by participating in public performances, art shows, film festivals and other contests.

Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	812
Percent of the school's pupils completing a CTE program and earning a high school diploma	40
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	65.4
Graduates Who Completed All Courses Required for UC/CSU Admission	44.2

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	1	N/A
All courses	10	2.5

XII. Instructional Planning and Scheduling

Professional Development

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

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