

Etna High School
Accountability Report Card
Reported for School Year 2010-2011
 Published during 2011-2012

I. About This School

School Information		District Information	
School Name	Etna High School	District Name	Scott Valley Unified
Principal	Debbie Miller	Superintendent	Emily Houck
Street	400 Howell Street	Street	11918 Main Street
City, State, Zip	Etna, CA 96027	City, State, Zip	Fort Jones, CA 96032
Phone Number	(530) 467-3244	Phone Number	(530) 468-2727
Fax Number	(530) 467-5763	Fax Number	(530) 468-2729
Web Site	sisnet.ssku.k12.ca.us/~etnahigh	Web Site	sisnet.ssku.k12.ca.us
Email Address	dmiller@sisnet.ssku.k12.ca.us	Email Address	ehouck@sisnet.ssku.k12.ca.us
Enrollment	208	SARC Contact	Carol Spencer
Grades Served	9,10,11,12	CDS Code	47-76455-4733309

Principal's Welcome

It is a privilege to serve the families of Scott Valley as principal of Etna High School. Scott Valley is a rare and beautiful place, where students, parents, teachers, and administrators work together as a team to promote the success of every student. As principal, I'm proud to continue the tradition and pride of the Etna Lions.

Although we are a small school, we offer students a wide variety of academic and vocational classes. Our students shine in competitions within our area and around the state. Members of FFA (Future Farmers of America) continue to distinguish themselves with many outstanding awards. Our visual and performing arts program offer a variety of ways for students to express themselves. Advanced students are encouraged to take challenging courses including taking advantage of on-line and video conferencing coursework. Our students score well on college placement tests and Advanced Placement exams. Students earn scholarships and awards because of their excellent academic preparation and their breadth of experience.

Our athletic teams also distinguish themselves. Our coaches and players are always setting new goals and reaching them. Achieving winning seasons, being the Shasta-Cascade League Champions, and winning the North Section Championship are all goals that have been set and met in recent years. Fans at the high school and around the valley are proud to support our student athletes.

By any measure, our community has much to be proud of in Etna High School. I encourage you to be an active participant in your child's education and to enjoy the precious time you have together.

Mission Statement

MISSION: “TO ENSURE HIGH LEVELS OF LEARNING FOR ALL STUDENTS”

School Description

Etna High School was established in 1891 and is located in the beautiful Scott Valley, approximately fifteen miles southwest of the County Seat of Siskiyou County, Yreka, California. The Scott Valley Unified School District serves an area of approximately 1,500 square miles and is composed of Etna High School, Scott Valley Junior High, Scott River High School, Etna Elementary, Fort Jones Elementary, one community day school and an adult education program. The district’s attendance area encompasses all of Scott Valley, Quartz Valley, Sawyers Bar, Cecilville, and the Forks of Salmon.

Etna High School serves students in grades nine through twelve with an enrollment of 186 students. The majority of students attending Etna High School have completed the eighth grade at School Valley Junior High and the Forks of the Salmon Elementary. The major occupations within the community are agriculture, logging, forestry, mining, tourism, and recreational businesses.

Opportunities for Parental Involvement (School Year 2010-11)

Contact Person Name	Debbie Miller	Contact Person Phone Number	467-3244 ext. 13
----------------------------	---------------	------------------------------------	------------------

Parent involvement opportunities exist at virtually every level of the school. Each year begins with an orientation for freshmen and their parents held before school starts to acquaint them with the school. Soon after school opens, our annual Back-to-School Night gives parents an opportunity to meet the teachers and learn about the classroom expectations. An active Parent’s Club has many fund-raising activities to support a safer grad night party and academic awards, pins and Block “E” letters. Parents are encouraged to attend athletic events and music performances throughout the year. Progress reports and quarter and semester grade reports are mailed home. An increasing number of parents communicate directly with teachers by email.

Parents elect representatives to serve on the School Site Council. The SSC meets each month and provides feedback to the parents-at-large. In addition, the ELL and Title I programs hold annual parent informational meetings to keep parents abreast of developments and opportunities within their programs. The school counselors hold four financial aid and scholarship nights; one for each grade level to keep students and their parents informed with their options

Communication with parents is furthered through the school bulletin, monthly newsletters, parent drivers to events, Voc Ed Advisory Committees and surveys sent home.

Student Enrollment, by Grade Level (School Year 2010-2011)

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	54
Grade 1	0	Grade 10	46
Grade 2	0	Grade 11	42
Grade 3	0	Grade 12	51
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		

Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	196

Student Enrollment by Group (School Year 2010-11)

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
Black or African American	0.5%
American Indian or Alaska Native	4.7%
Asian	1.6%
Filipino	0.0%
Hispanic or Latino	17.6%
Native Hawaiian or Pacific Islander	0.0%
White	69.4%
Two or More Races	5.7%
Socioeconomically Disadvantaged	48.2%
English Learners	3.6%
Students with Disabilities	8.8%

II. School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update	May 14, 2010	Date Last Reviewed with Staff	May 14, 2010
-----------------------------------	--------------	--------------------------------------	--------------

Etna High School provides a safe, clean environment for students, staff, and volunteers. A team of custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Scott Valley Unified School District to ensure that all classrooms and facilities are well maintained.

The school is in compliance with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school’s Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster.

Fire and disaster drills are conducted on a regular basis throughout the school year. Members of the Safety Plan Committee revise the School Site Safety Plan annually.

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.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0.22	0.12	0.077	0.0	0.08	0.07
Expulsions	0.01	0.0	0.0	0.1	0.0	0.0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

III. School Facilities

Facility Conditions and Planned Improvements (School Year 2011-2012)

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.

Etna High School is 53 years old, having been constructed in 1958. Student enrollment and programs have increased since the original school was constructed, with the addition of five classrooms. In 1998, the school underwent a major modernization plan. Included in this restoration were the: lighting, restrooms, floors, walls, roof, plumbing, and electrical systems. In 2010-11, the library and art room building were renovated and modernized. Due to these efforts many commendations have been bestowed upon our janitorial and maintenance crews. Safety of students and staff is a primary concern of Etna High School.

The Fire Marshall, the Occupational Safety & Health Administration (OSHA), and our liability insurance agency regularly inspect the school. Careful and prompt attention is paid to all recommendations for improvement as deemed by these entities.

School Facility Good Repair Status (School Year 2011-2012)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, 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: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		
Overall Rating		X			

X

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

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	13	15	13.50	43.20
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by NCLB Compliant Teachers (School Year 2010-11)

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 <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

V. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	.80	186
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	*	---
Social Worker		---
Nurse	*	---
Speech/Language/Hearing Specialist	*	---
Resource Specialist (non-teaching)	*	---
Other		---

*Siskiyou County Schools provides services

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-2012)

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	c.2001 & newer – quality high c.2007 grades 9-12 new grammar books 1. Grade 11-12 Honors – 2009 <u>Compact Bedford Intro to Literature</u> 2. <u>Vocab for Achievement</u> 2005 soft cover grades 9-12	0
Mathematics	c.2008 – new – high quality	0
Science	c.1999 & newer – quality high c.2005 – Chemistry new textbook c.2007 – Biology new textbook c.1999 – Physics – good quality c.2002 – Earth Science c.2004 – Ornamental Horticulture C.1997 – Natural Resources	0
History-Social Science	c.2012– U.S. History – new textbook c.2005 –World History- good to poor quality c.2006 – Civics new textbook	0

	c.2008 – Glencoe Economics Principles and Practices	
Foreign Language	c.2000 – quality high	0
Health	c.1990,1981,2004 – quality good	0
Science Laboratory Equipment (grades 9-12)	Satisfactory quality and quantity	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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 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/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	\$9,977	\$3,039	\$6,937	\$51,492
Percent Difference - School Site and District	---	---		
State	---	---	\$5,455	\$57,163
Percent Difference - School Site and State	---	---		

Types of Services Funded (Fiscal Year 2009-10)

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

Scott Valley Unified School District spent an average of \$9,977 to educate each student (based on 2009-2010 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Etna High School receives state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- EIA (Economic Impact Aid)
- Title I, Part A
- Title II A Teacher Quality
- Title II D Technology

Teacher and Administrative Salaries (Fiscal Year 2009-10)

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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,262	\$37,978
Mid-Range Teacher Salary	\$53,464	\$55,253
Highest Teacher Salary	\$61,721	\$71,674
Average Principal Salary (Elementary)	\$83,377	\$87,651
Average Principal Salary (Middle)	\$92,848	\$92,196
Average Principal Salary (High)	\$90,319	\$93,352
Superintendent Salary	\$136,576	\$116,851
Percent of Budget for Teacher Salaries	32.78%	34.00 %
Percent of Budget for Administrative Salaries	3.73%	7.00 %

VIII. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized testing and Reporting Results for All Students—Three-Year Comparison

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	58	55	54	57	62	59	46	50	52
Mathematics	10	14	19	45	49	54	43	46	48

Science	44	54	55	60	63	62	46	50	54
History-Social Science	40	54	45	37	49	46	36	41	44

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.

Standardized Testing and Reporting Results by Student Group – (School Year 2009-10)

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	*	*		
American Indian or Alaska Native	*	*		*
Asian	*	*	*	*
Filipino				
Hispanic or Latino	47	20	*	50
Pacific Islander				
White (not Hispanic)	54	21	54	42
Male	52	21	63	63
Female	56	17	48	31
Economically Disadvantaged	42	17	29	46
English Learners	*			*
Students with Disabilities	0	0	*	*
Students Receiving Migrant Education Services				

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 Results

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

California High School Exit Examination Results for All Students – Three-Year Comparison

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	54.2	54.2	46.3	52.5	52.5	45.7	52.9	52.9	54
Mathematics	66.1	66.1	56.4	63.9	63.9	52.3	51.3	51.3	53.4

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 High School Exit Examination 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	53.7	19.5	26.8	43.6	46.2	10.3
Male	57.1	19	23.8	38.1	42.9	19
Female	50	20	30	50	50	0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	51.4	22.9	25.7	39.4	48.5	12.1
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	61.5	23.1	15.4	61.5	30.8	7.7
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten 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.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	0.0	0.0	0.0
9	11.1%	20.0%	62.2%

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2008	2009	2010
Statewide	8	7	6
Similar Schools	6	4	4

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

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-2	-15	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-6	-29	30
Two or More Races	N/D		
Socioeconomically Disadvantaged	-25		
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	Number of Students	2011 Growth API				
		School	Number of Students	LEA	Number of Students	State
All Students at the School	130	767	494	826	4,683,676	778
Black or African American	1		5		317,856	696
American Indian or Alaska Native	5		31	796	33,774	733
Asian	1		6		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	22	717	53	762	2,406,749	729

Native Hawaiian or Pacific Islander	0	0	26,953	764
White	97	787	365	840 1,258,831
Two or More Races	4	34	784	76,766
Socioeconomically Disadvantaged	60	718	261	795 2,731,843
English Learners	6	21	777	1,521,844
Students with Disabilities	13	553	59	614 521,815

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2011-12)

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

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		0.0%

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 [General Admissions Information](#) Web page (Outside Source).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	0.0	0.0	0.0	1.2	0.4	0.0	4.9	5.7	4.6
Graduation Rate	100.00	100.00	100.00	96.77	100.00	100.00	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	100%	100%	---

Career Technical Education Programs (School Year 2010-11)

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.

The ASVAB is offered to 11th and 12th graders every year. Seniors attend COS College and Career Day in the fall and Juniors attend COS Junior Day in the spring. There are career speakers in various classes and the student body is invited to attend. The counselor uses the California Career Zone system for 7th and 8th graders. The 9th graders also use the Career Zone in their Computer Applications course. A variety of career assessments and career pathway studies are done with students individually and during Sophomore Counseling. Career fields and trends are also discussed at 10th, 11th, & 12th future planning nights.

Career Technical Education Participation (School Year 2010-11)

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	156%
Percent of the school's pupils completing a CTE program and earning a high school diploma	46%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	18.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	59.6%

Advanced Placement Courses (School Year 2010-11)

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

Subject	Number of Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses	1	3.6%

XII. Instructional Planning and Scheduling

Professional Development

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

Professional development is an ongoing focus at the school; teachers continue to learn and improve, just as students do. Staff members build teaching skills by participating in many conferences, courses, and workshops throughout the year and then sharing their experiences and knowledge with their colleagues. The district offered two staff development days in 2010-11. Staff development topics included:

- Step-Up-To-Writing and Writing across the curriculum
- Galileo Software used by educators
- Developing benchmark tests
- District articulation between curriculums
- Improving API - strategies
- Intervention strategies

Carol Spencer prepared the Etna High School's Accountability Report Card