

School Fact Sheet, 2004–2005

SHASTA UNION HIGH SCHOOL DISTRICT

Shasta Secondary Home School

ADDRESS: 1401 Gold Street, Redding, CA 96001 **PHONE:** (530) 245-2600

PRINCIPAL: B. Lynn Peebles **GRADE RANGE:** 6-12 **SCHEDULE:** Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	12	27	56
Students per teacher	20	24	24
Average years of teaching experience	14	15	13
Teachers with one or two years of teaching experience	0%	5%	14%
Full credential holders	100%	99%	90%
Trainee credential holders	0%	0%	6%
Emergency permit holders	0%	1%	5%

SOURCE: 2004 CBEDS data, California Dept. of Education. County and state averages represent high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 14 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 90 percent of high school teachers hold this credential.

Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	N/A	25	26
History/social science	N/A	30	30
Math	N/A	26	28
Science	N/A	28	30

SOURCE: 2004 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	227	671	1,339
English learners	0%	1%	15%
Low-income students	26%	26%	36%
Students whose parents attended/graduated college	77%	71%	59%

SOURCE: 2004 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The factors above may affect students' performance in school.

COLLEGE PREPARATION

Four factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, whether the school offers Advanced Placement (AP) courses, where students ultimately enroll in the state's public college system, and the percent of students who graduate.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
AP exams taken and passed	N/A	18	25
Students meeting UC or CSU course requirements	18%	28%	34%
Students attending UC	2%	2%	7%
Students attending CSU	4%	8%	10%
Students attending community colleges	0%	5%	31%
Graduation rate	93%	96%	87%

SOURCE: 2004 CBEDS data, California Dept. of Education. California Postsecondary Education Commission. County and state averages represent high schools only.

Information in this report changes throughout the year. This data was taken from the California Department of Education in February 2006. To view this report and the accountability reports of other schools in our district online, please visit our Web site at:

<http://www.suhsd.net>

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

STUDENT SUBGROUP	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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English/Language Arts (Reading and Writing)

Our school	45%	
Calif. high schools	40%	

Geometry

Our school	25%	
Calif. high schools	24%	

U.S. History

Our school	27%	
Calif. high schools	39%	

Biology

Our school	38%	
Calif. high schools	33%	

SOURCE: The scores for the California Standards Tests are from the spring 2005 test cycle. State averages represent high schools only.

MEASURES OF ACADEMIC PROGRESS

Academic Performance Index (API)

This is California's way of rating schools. The API is based on student test scores, and it rates schools on a scale from 200 to 1000. The state expects schools to obtain an API of 800. Underperforming schools have APIs falling in the bottom half of all schools in the state and are eligible for state-funded programs to improve student achievement. Our school's API was 704, compared with 696 for the average high school.

Adequate Yearly Progress (AYP)

This is a federal measure that requires schools to meet test score goals schoolwide and for subgroups* of students. If just one group of students fails to meet its goals, the school does not make AYP. Program Improvement (PI) schools did not make AYP for two or more years in a row in the same subject. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	Yes
Met growth target for prior school year	N/A	Met schoolwide participation rate	Yes
API score	704	Met schoolwide test score goals	Yes
Growth attained from prior year	+46	Met subgroup* participation rate	N/A
Met subgroup* growth targets	Yes	Met subgroup* test score goals	N/A
Underperforming school†	No	Met schoolwide API for AYP	Yes
		Met graduation rate	Yes
		Program Improvement school	No

SOURCE: API growth score, 2005 test cycle. API and AYP current as of February, 2006.
* - Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
N/A - Data unavailable or unreported; statistically insignificant number of valid test scores; testing data in revision with API re-release in 2006; or school uses alternative accountability measures.
† - Includes schools in these programs: Immediate Intervention/Underperforming Schools and High Priority Schools Grant.

