

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

INDEPENDENCE HIGH – 2009-10

OUR SCHOOL

Independence High School is one of three continuation high schools in the rapidly growing El Dorado Union High School District. The enrollment for grades 10-12 ranges from 100 to 150 students.

Independence High School strives to prepare students for graduation and success in the work world or higher education. Independence received a maximum six-year accreditation in 2003. In 2008 IHS was recognized as a California Distinguished Continuation High School Program. Parents are encouraged to actively participate in their students' education.

SUPPORT SERVICES

Independence High School has one counselor and part-time nursing services provided by the District. A psychologist, a speech and language specialist and one resource specialist are also available.

Counseling services include the development and support of educational plans for individual study, regular assessment and opportunity for career awareness, college and post-secondary enrollment, employment and assistance in applying for financial aid. Testing services and District competencies. The average caseload for the Independence High School counselor is 150 students. A family health services portable is located on the IHS campus. A full-time probation officer is also part of the IHS support staff. Community staff support also includes a public health nurse and County Mental Health.

INSTRUCTIONAL MATERIALS

El Dorado Union High School District expended about \$1,509,144 for new textbooks and other materials in the 2007-08 school year. The Board of Trustees' commitment to fully fund each textbook adoption cycle provides students with the opportunity to use the most current instructional materials of good quality.

IHS does not issue textbooks to students. All textbooks are kept in classes and can be checked out to students on an individual basis. There are approximately four textbooks for every student who is enrolled.

While there are a number of computers and other technologically advanced resources available to students in the classrooms, Independence High School continues to seek grants to increase these resources. IHS has a networked computer lab where students can use the latest technologies available in our District. All academic classes are able to offer computer-assisted instruction.

LEARNING CLIMATE

The last survey of parents and staff indicated that 90-95% believe that Independence High School provides numerous opportunities for students to receive recognition in both curricular and extracurricular areas. Some of the ways students may receive recognition include a bimonthly citizenship award, an awards assembly, and Outstanding Academic letters to parents for students who earn extra credit. Priorities are continued improvement of our attendance rates; Momentum, a student recognition asset program; and steady growth with our API student achievement scores.

Our goals are:

- Goal 1: Personalized our school through an emphasis upon measuring student connectedness with their school.
- Goal 2: Our campuses will be clean and well maintained.
- Goal 3: School-wide achievement will continue its upward progress based upon the implementation of sound, research-based practices.
- Goal 4: Develop a Career/Technology Education strategic plan.

These are aligned with our WASC goals.

When students do not follow school rules and regulations, action is taken. In 2008-09, the rate of suspensions was 51.7% (62 suspensions) and the rate of expulsions was 2.5% (3 expulsions). In 2007-08, the suspension rate was 62.3% (76 suspensions) and the expulsion rate was 10.7% (13 expulsions). In 2006-07 the rate of suspensions was 196% (196 suspensions) and the rate of expulsions was 9% (9 expulsions).

IHS has a school safety plan which is reviewed on a yearly basis.

CURRICULUM IMPROVEMENT

The El Dorado Union High School District recognizes the importance of staff development in maintaining and improving program quality. In collaboration with the

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county, school curriculum is aligned with the state and subject area standards. All academic classes use subject area standards as the foundation of the curriculum.

Students with special needs benefit from an integrated approach to classroom instruction. Effective communication between regular class teachers, special needs teachers and student support personnel insures adequate assistance and equal access to the District's core curriculum.

The IHS instructional staff meets on a monthly basis to discuss subject area standards alignment. IHS teachers meet with teachers from our comprehensive high schools to insure alignment. The alternative programs also have representatives on the district SILT committee.

The IHS instructional staff reviews student performance on a monthly basis. Our students who are not being successful in school are referred to our student MASH unit that is staffed by school counselor/administrator, special education teacher, probation, County Health, school psychologist, referred student and family. This team works with the student and family towards success and well being.

All EL and Title I students are assessed through the state STAR testing system and through site administered tests. All students participate in locally administered assessment tests in reading and math.

If you have questions regarding any of the material presented in this report, they should be directed to your principal, Don Buchheit, at (530) 622-7090, ext. 7100 or 7130.

Statistical data regarding student performance, student attendance, school facilities, teachers, textbooks, class size, enrollment, and school finances may be found on the following pages.

WORK-READINESS SKILLS

Independence has a variety of programs that provide a transition to the work force for our students. We offer programs such as job shadowing, field trips to colleges, and trade schools, vocational speakers, career counseling, and career aptitude and interest testing. All IHS seniors are required to meet with our career vocational teacher and develop a plan for their post high school years.

The transition programs offered at Independence are evaluated through the yearly survey we do with the previous year's graduates. In addition to our surveys we ask our current students to provide us with information about the jobs that they are most interested in. This information is used to help us plan what vocational experiences we will offer our students during the school year.

All special education students participate in all programs offered at Independence.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	11	8	33	63	65	68	43	46	50
Mathematics	10	10	9	39	42	43	40	43	46
Science	6	10	10	59	64	68	38	46	50
History-Social Science	16	6	11	49	57	64	33	36	41

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 2008-09)

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
White (not Hispanic)	32	9	8	7
Male	27	8	10	11
Female	46	13	9	10
Economically Disadvantaged	36	12	11	8
Students with Disabilities	18	0	*	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 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.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	*	*	*	72.2	74.0	75.5	48.6	52.9	52.0
Mathematics	*	*	*	73.2	75.0	77.0	49.9	51.3	53.3

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 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	*	*	*	*	*	*

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 2008-09)

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
9	NA	NA	NA

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is

reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

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	2006	2007	2008
Statewide	B *	B *	B *
Similar Schools	B	B	B

"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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	79	-29	122	690 *

"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 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 2008-09)

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in El Dorado Union High School District identified as a PI school.

SCHOOL COMPLETION

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

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 [Undergraduate Admission & Requirements](#) Web page (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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	10.4	17.0	14.8	1.3	2.1	1.4	3.5	4.4	3.9
Graduation Rate	31.8	48.5	61.8	93.4	93.7	92.6	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	71%	97%	N/A
African American	NA	100%	N/A
American Indian or Alaska Native	100%	100%	N/A
Asian	NA	100%	N/A
Filipino	NA	100%	N/A
Hispanic or Latino	43%	92%	N/A
Pacific Islander	NA	100%	N/A
White (not Hispanic)	77%	98%	N/A
Socioeconomically Disadvantaged	NA	96%	N/A
English Learners	100%	95%	N/A
Students with Disabilities	100%	95%	N/A

Career Technical Education Participation (School Year 2008-09)

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	29
Percent of the school's pupils completing a CTE program and earning a high school diploma	0
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

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 on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	11.3
Graduates Who Completed All Courses Required for UC/CSU Admission	

SCHOOL FACILITIES AND SAFETY

Survey results indicate that 90% of the parents and 95% of the staff consider the facility clean, of adequate size and safe. IHS is located on a five-acre campus that provides sufficient space for our instructional needs. Each teacher has an assigned classroom. There is an athletic field and a basketball court.

Major construction projects have increased the size and quality of the facilities of IHS. The District has provided funds for painting and landscaping. All facilities at IHS are in good condition. The school bathrooms were remodeled six years ago. The IHS campus is kept free of graffiti and litter. The district provides out school with excellent custodial services.

Policies have been developed on campus safety, maintenance and cleanliness. All facilities are in good repair and are safe for students and staff. School personnel and the district maintenance department perform a yearly assessment of the condition of the facility. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

School Facility Good Repair Status (School Year 2009-10)

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
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓				
Interior: Interior Surfaces	✓				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓				
Electrical: Electrical	✓				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓				
Safety: Fire Safety, Hazardous Materials	✓				
Structural: Structural Damage, Roofs	✓				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓				
Overall Rating	Exemplary				

In response to the Asbestos Hazard Emergency Response Act (AHERA 1986) all district facility buildings containing asbestos have been mitigated and continue to be re-inspected every three years as required by USEPA. Additionally, the six-month surveillance inspections are completed by outside contractors every six months as required by USEPA. The district maintains (on file) a management plan for removal of materials and a record of the aforementioned inspections.

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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	7	7	7	327
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

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	99.1	0.9
High-Poverty Schools in District		
Low-Poverty Schools in District	99.4	0.6

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	English 1: Literature , McDougal Littell, 2009 - 9 th Edition (6/23/2009) English 2: Elements of Literature , w/readings in World Literature – 4 th Course, Holt Rinehart Winston, 2000 (5/23/2000) English 3: The Language of Literature , McDougal Littell, 2002 (6/8/2004) English 4: Elements of Literature , British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); Literature and Language Arts – UMHS , Holt Rinehart Winston, 2003 (5/20/2003).	0
Mathematics	Algebra Foundations: CA Algebra Readiness: Concepts, Skills, & Problem Solving , Glencoe, 2008 (6/23/2009) Algebra 1: Algebra 1 , Prentice Hall Mathematics, 2004 (6/13/2006) Geometry: Geometry , McDougal Littell, 2001 - 1 st Edition (4/2000) Algebra 2: Algebra 2: Concepts, Skills, & Problem Solving , Glencoe, 2008 (6/23/2009) Advanced Algebra 2: Algebra 2 , Holt Rinehart Winston, 2001 (5/8/2001) Math Analysis: Pre-Calculus a Graphing Approach , Holt Rinehart Winston, 2002 (5/20/2003)	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Science	Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment , Glencoe/McGraw Hill, 2007 (6/12/2007). Biology: Biology, Visualizing Life – EDHS, Holt Rinehart Winston, 1998 (5/8/2001); Modern Biology – ORHS, PHS, UMHS, Holt Rinehart Winston, 2002 (5/8/2001) Chemistry: Chemistry , Prentice Hall, 2005 (6/13/2006) Physics: Physics , Holt Rinehart Winston, 2009 (6/23/2009)	0
History-Social Science	World History: The Modern World , Prentice Hall, 2007 (6/12/2007) U.S. History/Geography: Pursuing American Ideals , Teachers' Curriculum Institute, 2007 (6/12/2007) American Government: Magruder's American Government , Prentice Hall, 2006 – CA Edition (6/13/06) Economics: Economics, Principles and Practices , Glencoe, 2005, (6/13/2006) Sociology: Sociology and You , Glencoe, 2003 (6/14/2005) Psychology: Understanding Psychology , Glencoe, 2003 (6/14/2005)	0
Foreign Language	Spanish 1-3: Realidades – Books 1-3 , Prentice Hall, 2004, (6/14/2005) Spanish 4 & AP: Nuevas Vistas , Holt Rinehart Winston, 2005 (6/14/2005) German 1-4: Deutsch Aktuell – Levels 1-3 , EMC/Paradigm, 2004/05 (5/12/2009) French 1-4: Discovering French Nouveau, Levels 1-3 , McDougal Littell, 2004 (6/14/2005) Italian 1-4: Oggi in Italia , Houghton Mifflin, 1998 (5/8/2001) Japanese 1-4: Supplemental materials (5/8/2001)	0
Health	Health: Glencoe Health , Glencoe/McGraw Hill, 2009 (6/15/2008)	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	N/A
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students.	0

CLASS SIZE AND ENROLLMENT

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	2006-07				2007-08				2008-09			
	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	20.0	4	2		26.3	2	3	1	25.2	2	3	1
Mathematics	19.2	3	2		23.0	2	3		21.0	4	1	
Science	20.3	2	1		24.0	1	2		17.8	4		
Social Science	19.2	6			21.3	3	4		24.4	6	2	1

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Grade 9	0
Grade 10	12
Grade 11	47
Grade 12	61
Total Enrollment	120

Student Enrollment by Group (School Year 2008-09)

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	2.50 %
American Indian or Alaska Native	1.67 %
Asian	0.83 %
Hispanic or Latino	10.00 %
White (not Hispanic)	75.83 %
Multiple or No Response	9.17 %
Socioeconomically Disadvantaged	55.00 %
Students with Disabilities	20.00 %

SCHOOL FINANCES

In addition to General Fund supported services, Independence High School offers several special programs including Special Education, Regional Occupational Program (ROP), Life Skills and Peer Support groups.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$14,611	\$12,601	\$2,010	\$73,226
District	\$8,116	\$2,342	\$5,774	\$67,219
Percent Difference – School Site and District	80%	438%	-65.2%	8.9%
State	N/A	N/A	\$5,512	\$68,332
Percent Difference – School Site and State	N/A	N/A	-63.5%	7.2%