

# ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

## OAK RIDGE HIGH – 2009-10

### OUR SCHOOL

Oak Ridge High School, a California Distinguished School and federal Blue Ribbon School, is one of seven high schools in the El Dorado Union High School District. Oak Ridge opened in 1980 with 222 students and currently has an enrollment of 2,228 in grades 9-12.

Oak Ridge High School staff is committed to providing outstanding curricular and co-curricular programs to challenge students. Active parent groups include the "Friends of Oak Ridge" (F.O.R.), "booster" clubs for athletics, music and drama, the Oak Ridge Community Foundation, and the School Site Council. Parents also organize annual end-of-year activities, such as "Grad Night." The ORHS website [www.orhsonline.com](http://www.orhsonline.com) contains information regarding student performance and school activities.

Oak Ridge High School is fully accredited by the Western Association of Schools and Colleges (WASC).

### SUPPORT SERVICES

Oak Ridge's mission is to educate students with a rigorous, relevant curriculum while helping them to become responsible citizens. The entire staff is committed to providing outstanding curricular and co-curricular programs to engage and challenge students. The school's professional staff includes a faculty of 87 full-time and nine part-time teachers, one certificated library/media teacher, three full-time counselors and two part-time counselors, and nursing services provided by the district's certificated school nurse. In addition, the district provides access to the services of a school psychologist and speech/language specialists. The principal and three assistant principals constitute the administrative staff. A dedicated group of classified personnel comprise the educational support staff.

Counseling services include the development and support of educational plans for individual students, information regarding colleges, universities and careers, and assistance in applying for financial aid. The school's counseling office also coordinates school-wide testing programs including the California Standardized Testing and Reporting (STAR) program, CAHSEE, Advanced Placement Exams in selected subject areas, and college entrance examinations such as the PSAT, ACT and SAT achievement tests. The student/counselor ratio at Oak Ridge is 495 to 1. Further, to support parents, Oak Ridge provides access to on-line grades and attendance for students and their families.

### CURRICULUM IMPROVEMENT

The focus of current curriculum improvement efforts is the sensible incorporation of technology into the teaching/learning process, writing across the curriculum, assessment for and of learning, and professional learning communities (PLC). In 2003-04 the school engaged in a comprehensive self-study through the accreditation process that identified target areas for action plans that include staff development, technology, communication, and expected school wide learning results (ESLRs). Oak Ridge has received the maximum six-year accreditation from the Western Association of Schools and Colleges.

### INSTRUCTIONAL MATERIALS

Instructional materials are of high quality with priority given to maintaining current standards. The District expended about \$1,509,144 for new textbooks in the 2007-08 school year. Each student is issued a textbook in all classes where a textbook is used, and those books reflect current information and are of good quality. Special emphasis is being given to implementing the rigorous standards established in California in English/Language Arts, mathematics, science, and social studies. The Board of Trustees' commitment to fully fund each textbook adoption cycle provides students with the opportunity to use the most current instructional materials.

Computer labs and other technologically advanced resources are available to students in the library and in some classrooms, most notably math, business education, and art. The campus is wired with two T-1 lines to make Internet and e-mail available in classrooms and offices. Oak Ridge High School went wireless in October 2007 in order to provide technology opportunities to staff and students. Nine computer laboratories are used to provide instruction and for research. A well-equipped multimedia room in the library is in constant use by students preparing video presentations. Teachers' use of technology continues to increase as training is provided. Internet access is available to students in every classroom. Oak Ridge also has 23 smartboards being used in a variety of classes. Every classroom has an LCD projector.

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# LEARNING CLIMATE

The Oak Ridge High School staff strives to provide a positive learning environment. Oak Ridge High School has begun to intentionally and systematically work on developing assets in each student. Student achievement is recognized in both curricular and co-curricular program areas. Approximately 55% of the student body earns a “B” or “A” average, placing them on the honor roll. The school has implemented the Renaissance Academic Rewards Program to recognize student achievers with a 3.0 GPA and above or a .5 improvement in GPA from one semester to the next. Students receive incentives to maintain good grades. Outstanding achievements in fine arts, vocational education, athletics and leadership are also areas where the school engages in special student recognition. The district annually recognizes student achievement through department awards where top students are honored at each school site, “Celebrating Academic Excellence” newsletter, and Trojan recognition cards.

When students do not follow school rules and regulations, action is taken. In 2008-09, 5.2% was the rate of suspensions and 0.4% was the rate of expulsions. In 2007-08, there were 4.7% suspensions and 0.6% expulsions. In 2006-07 the rate of suspensions was 7.6%, and 0.3% expulsions. Each student’s case is handled individually, and options are explored to remedy the situation. It is the school’s goal to provide students with a safe, appropriate learning environment. Saturday School and an “in house” suspension program are used in lieu of out of school suspension in some instances.

# CURRICULUM

The school utilizes a “block” schedule of classes to provide teachers and students an improved, more flexible learning environment.

**School to Work Transition** - Oak Ridge offers guidance in career planning to all students. Counselors and the Career Center Coordinator visit classes each year to provide grade appropriate information and assessment. A broad range of Regional Occupation Program (ROP) classes are available to juniors and seniors. On campus Oak Ridge HS has ROP Drafting, ROP marketing, ROP automotive technology class, and many other classes attended by Oak Ridge students on the PHS, UMHS, and EDHS campuses. In addition Oak Ridge works with local community colleges to advance education. Further, ORHS has implemented the Architecture, Construction, and Engineering (ACE) mentor program. The ACE Mentor program introduces a team of industry professionals to our students as they work through our project-based curriculum. The ACE Mentors also guide the students as they work on design projects and presentation skills.

All special education students have a school to work transition plan on file and receive the specialized services of a Workability Technician who places and monitors students in the workplace. A Work Experience Program is also available to students who are employed outside of the normal school day; participants engage in class work concurrent with their employment.

If you have any questions regarding any of the materials presented in this report, they should be directed to your principal, Stephen Wehr, at (530) 677-4402 or (916) 933-6980, ext. 3010.

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

# 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	73	76	77	63	65	68	43	46	50
Mathematics	48	50	55	39	42	43	40	43	46
Science	59	74	71	59	64	68	38	46	50
History-Social Science	58	72	75	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
African American	46	32	*	53
American Indian or Alaska Native	*	*	*	*
Asian	86	77	81	89
Filipino	82	58	83	70
Hispanic or Latino	68	48	65	61
White (not Hispanic)	78	54	71	76
Male	71	54	71	78
Female	84	55	72	72
Economically Disadvantaged	39	39	39	43
English Learners	*	*	*	*
Students with Disabilities	20	23	13	33

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	83.7	86.5	85.4	72.2	74.0	75.5	48.6	52.9	52.0
Mathematics	84.8	86.9	86.1	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	14.6	22.0	63.3	13.9	49.0	37.1
Male	21.9	22.3	55.8	12.5	48.3	39.2
Female	7.6	21.8	70.5	15.2	49.6	35.1
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	13.5	13.5	73.0	16.2	16.2	67.6
Filipino	16.7	33.3	50.0	16.7	44.4	38.9
Hispanic or Latino	16.1	32.3	51.6	19.4	58.1	22.6
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	14.1	21.3	64.6	12.5	51.3	36.2
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	47.1	20.6	32.4	32.4	50.0	17.6
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	65.5	24.1	10.3	69.0	24.1	6.9

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	13.3	37.4	41.1

## 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	10	10	10
Similar Schools	6	5	7

"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	2	24	1	866
Asian			-1	907
White (not Hispanic)	3	23	1	867

"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		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)	0.6	0.8	0.4	1.3	2.1	1.4	3.5	4.4	3.9
Graduation Rate	97.4	99.1	99.2	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	99%	97%	N/A
African American	100%	100%	N/A
American Indian or Alaska Native	100%	100%	N/A
Asian	100%	100%	N/A
Filipino	100%	100%	N/A
Hispanic or Latino	100%	92%	N/A
Pacific Islander	100%	100%	N/A
White (not Hispanic)	99%	98%	N/A
Socioeconomically Disadvantaged	94%	96%	N/A
English Learners	NA	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	527
Percent of the school's pupils completing a CTE program and earning a high school diploma	36
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	59

## 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	77.6
Graduates Who Completed All Courses Required for UC/CSU Admission	64.7

## Advanced Placement Courses (School Year 2008-09)

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	2	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	5	N/A
All courses	14	11.8

# SCHOOL FACILITIES

Oak Ridge High School has clean and adequate facilities to house the present student population of 2,228 students. A 9,000 square foot Music, Drama and Lecture building was opened in 1993, and eleven classrooms, a cafeteria, expanded gymnasium, and office space were opened in September of 1995. An eight-classroom Foreign Language Complex opened in the fall of 2005. Further, 2009-2010 school year modernization and growth projects will bring a multi-purpose room, a choir classroom, and a new two-story building adding additional science, business, and math classrooms to the campus. Further, the campus will be painted this year.

The plant is in good condition but is in need of upgrades and constant attention. Facility floors are thoroughly cleaned every other night with major spills/dirt attended to daily. During summer, floors are shampooed or stripped/waxed. Our goal is to remove graffiti and other marks first thing in the morning to prevent exacerbation. More water heaters are needed but the plumbing system generally is in good condition and maintained monthly. The electrical system has been expanded to accommodate technology. Oak Ridge HS is fortunate to have a dedicated maintenance department.

Oak Ridge High School operates as a “closed” campus. Administrators, teachers and campus monitors enforce a responsibility-based discipline policy that helps to ensure a safe learning environment. The school Safety Plan meets every other month. The Safety Plan is updated in August and shared with faculty and the site council. 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓				
<b>Interior:</b> Interior Surfaces	✓				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	✓				
<b>Electrical:</b> Electrical	✓				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	✓				
<b>Safety:</b> Fire Safety, Hazardous Materials	✓				
<b>Structural:</b> Structural Damage, Roofs	✓				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	✓				
<b>Overall Rating</b>	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	88	88	94	327
Without Full Credential	2	1	1	7
Teaching Outside Subject Area of Competence	1	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	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	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: <b>Literature</b> , McDougal Littell, 2009 - 9 <sup>th</sup> Edition (6/23/2009) English 2: <b>Elements of Literature</b> , w/readings in World Literature – 4 <sup>th</sup> Course, Holt Rinehart Winston, 2000 (5/23/2000) English 3: <b>The Language of Literature</b> , McDougal Littell, 2002 (6/8/2004) English 4: <b>Elements of Literature</b> , British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); <b>Literature and Language Arts – UMHS</b> , Holt Rinehart Winston, 2003 (5/20/2003).	0
Mathematics	Algebra Foundations: <b>CA Algebra Readiness: Concepts, Skills, &amp; Problem Solving</b> , Glencoe, 2008 (6/23/2009) Algebra 1: <b>Algebra 1</b> , Prentice Hall Mathematics, 2004 (6/13/2006) Geometry: <b>Geometry</b> , McDougal Littell, 2001 - 1 <sup>st</sup> Edition (4/2000) Algebra 2: <b>Algebra 2: Concepts, Skills, &amp; Problem Solving</b> , Glencoe, 2008 (6/23/2009) Advanced Algebra 2: <b>Algebra 2</b> , Holt Rinehart Winston, 2001 (5/8/2001) Math Analysis: <b>Pre-Calculus a Graphing Approach</b> , 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: <b>Glencoe Science: Earth Science, Geology, the Environment</b> , Glencoe/McGraw Hill, 2007 (6/12/2007). Biology: <b>Biology, Visualizing Life</b> – EDHS, Holt Rinehart Winston, 1998 (5/8/2001); <b>Modern Biology</b> – ORHS, PHS, UMHS, Holt Rinehart Winston, 2002 (5/8/2001) Chemistry: <b>Chemistry</b> , Prentice Hall, 2005 (6/13/2006) Physics: <b>Physics</b> , Holt Rinehart Winston, 2009 (6/23/2009)	0
History-Social Science	World History: <b>The Modern World</b> , Prentice Hall, 2007 (6/12/2007) U.S. History/Geography: <b>Pursuing American Ideals</b> , Teachers' Curriculum Institute, 2007 (6/12/2007) American Government: <b>Magruder's American Government</b> , Prentice Hall, 2006 – CA Edition (6/13/06) Economics: <b>Economics, Principles and Practices</b> , Glencoe, 2005, (6/13/2006) Sociology: <b>Sociology and You</b> , Glencoe, 2003 (6/14/2005) Psychology: <b>Understanding Psychology</b> , Glencoe, 2003 (6/14/2005)	0
Foreign Language	Spanish 1-3: <b>Realidades – Books 1-3</b> , Prentice Hall, 2004, (6/14/2005) Spanish 4 & AP: <b>Nuevas Vistas</b> , Holt Rinehart Winston, 2005 (6/14/2005) German 1-4: <b>Deutsch Aktuell – Levels 1-3</b> , EMC/Paradigm, 2004/05 (5/12/2009) French 1-4: <b>Discovering French Nouveau, Levels 1-3</b> , McDougal Littell, 2004 (6/14/2005) Italian 1-4: <b>Oggi in Italia</b> , Houghton Mifflin, 1998 (5/8/2001) Japanese 1-4: Supplemental materials (5/8/2001)	0
Health	Health: <b>Glencoe Health</b> , 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

English and mathematics classes at the 9th grade level limit the number of students to 20. Other classes, such as learning center, special education, or the TLC program are also limited in size due to the necessity of personal and small group instruction.

### 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	27.1	29	30	21	27.4	32	20	29	27.0	34	24	26
Mathematics	28.5	23	17	31	28.6	20	25	27	28.4	17	34	23
Science	29.2	1	53	1	29.6	2	53		28.9	4	55	
Social Science	30.4	2	32	23	32.1	3	17	37	32.5		27	32

## 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	587
Grade 10	560
Grade 11	546
Grade 12	536
Total Enrollment	2229

## 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	1.35 %
American Indian or Alaska Native	0.40 %
Asian	6.10 %
Filipino	2.15 %
Hispanic or Latino	4.85 %
Pacific Islander	0.40 %
White (not Hispanic)	79.09 %
Multiple or No Response	5.65 %
Socioeconomically Disadvantaged	3.00 %
Students with Disabilities	6.00 %

# SCHOOL FINANCES

In addition to General Fund supported services, Oak Ridge High School utilizes several special programs including GATE.

## 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	\$7,228	\$1,755	\$5,473	\$67,782
District	\$8,116	\$2,342	\$5,774	\$67,219
Percent Difference – School Site and District	-10.9	-25.1	-5.2	0.8
State	N/A	N/A	\$5,512	\$68,332
Percent Difference – School Site and State	N/A	N/A	-0.7	0.8

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,424	\$42,810
Mid-Range Teacher Salary	\$58,046	\$69,375
Highest Teacher Salary	\$84,216	\$89,104
Average Principal Salary (High)	\$131,465	\$126,901
Superintendent Salary	\$182,087	\$198,563
Percent of Budget for Teacher Salaries	38.20 %	37.30 %
Percent of Budget for Administrative Salaries	6.00 %	5.20 %