

VICTOR VALLEY HIGH SCHOOL



2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES 9-12

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Dr. Marilou Ryder
Superintendent
Chris Douglass
Principal

District Mission Statement

Victor Valley Union High School District will prepare ALL students to become Responsible, Productive Citizens. Providing a Quality Education in a Safe, Student-focused Environment.

Principal's Message

Welcome to Victor Valley High School! As principal at Victor Valley High School, I have the unique privilege of introducing you to the annual School Accountability Report Card (SARC). The purpose of this school Accountability Report Card is to provide parents and the community with information about academic achievements, adequacy of instructional materials, status of campus facilities, student safety practices, qualifications of instructional staff, and progress in meeting state standards. This report is provided in accordance with proposition 98; every school in the state of California is required to publish this report annually.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection on our highly committed staff. Accomplishments and continued goals include:

- Aligned Curriculum
- Established a School Vision
- Improved instructional strategies with integrated technology
- Created Professional Learning Communities
- Provide tutoring and enrichment programs for after school
- Established Academic Coaches
- Maintaining Small Learning Communities

Collaborative efforts among administration, teaching staff, and parents will ensure students thrive in an environment that foster emotional and academic success.

Parental Involvement

Parents are encouraged to get involved in Victor Valley High School Learning Community by volunteering their time by attending school events, or sharing in the decision making process. The school welcomes assistance:

- In the classroom and Parent Center
- Chaperoning field trips, dances and college visits
- With Special Projects, mailers, test prep activities,
- With Athletics

Parents who wish to participate in Victor High School's Learning community may contract Carol Ramirez at (760) 955-3300, extension 31100.



Victor Valley Union High School District

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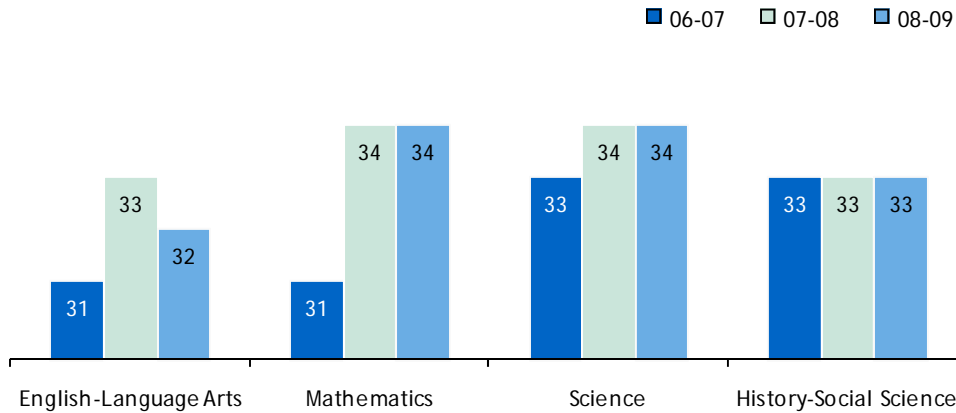
District Administration

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Superintendent
Mr. Herb Calderon,
Assistant Superintendent,
Business Services
Dr. Duneen DeBruhl,
Assistant Superintendent
Educational Services

"Learning for All, Whatever It Takes"

Class Size

The bar graph displays the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size									
Subject	06-07			07-08			08-09		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	15%	34%	51%	5%	20%	51%	10%	28%	49%
Mathematics	5%	36%	49%	4%	19%	51%	2%	25%	52%
Science	2%	19%	38%	3%	11%	41%	2%	16%	41%
History-Social Science	4%	17%	27%	6%	8%	31%	5%	9%	38%

School Safety

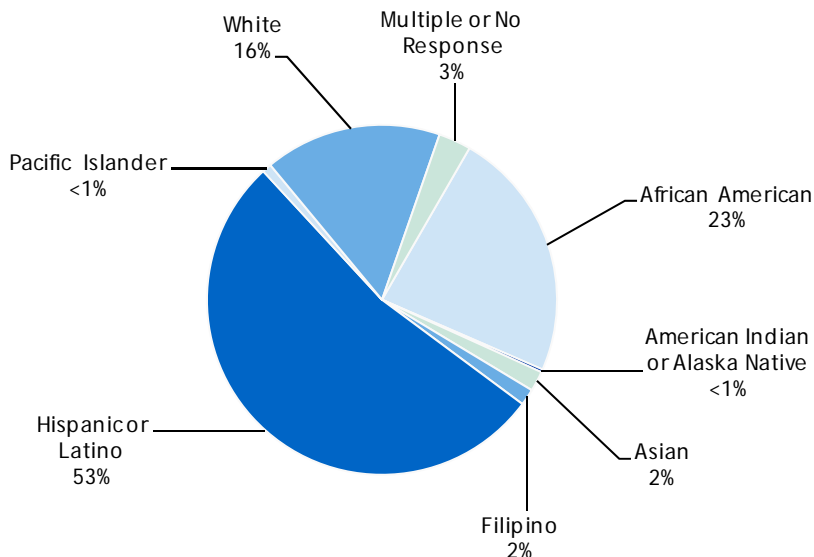
Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, ten Campus Security Assistants supervise students and school grounds, including the cafeteria and physical education areas, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill (SB) 187 of 1997. The plan provides students and staff members with a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall at the start of each school year. The Safe School Plan is in the process of being updated. The most recent Safe School Plan was reviewed, updated, and discussed with school faculty in January 2009.

Enrollment and Demographics

The total enrollment at the school was 2,632 students for the 2008-09 school year.



Textbooks and Instructional Materials

Victor Valley Union High School District held a Public Hearing on October 2, 2008 and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual, standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees.

A committee consisting of department chairs establishes selection criteria based on State standards, reviews instructional materials on the State list, and chooses those materials that best suit the curriculum. Committee members attend publishers' presentations at the County Office of Education. School site staff members review the chosen materials and provide feedback. The materials are available at a minimum of three school sites for preview by parents for 30 to 60 days. Adoption of the materials takes place after the committee, site teachers, and parents reach a consensus at a formal hearing.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Holt, Rinehart & Winston (9-12)	2003
Mathematics	Holt (9-12)	2008
Mathematics	McDougal Littell (9-12)	2008
Mathematics	MPS (9-12)	2008
Mathematics	Glencoe (9-12)	2008
Mathematics	Houghton Mifflin (9-12)	2008
Mathematics	W. H. Freeman (9-12)	2008
Mathematics	Prentice Hall (9-12)	2008
Mathematics	McDougal Littell (10-11)	2008
Science	Prentice Hall (9-12)	2007
History-Social Science	McDougal Littell (10-11)	2006

Note: This data was most recently collected and verified in August 2009.

Suspensions and Expulsions

	Suspension and Expulsion Rates					
	Victor Valley HS			Victor Valley UHSD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.594	0.458	0.174	0.435	0.405	0.224
Expulsion Rate	0.023	0.018	0.027	0.024	0.022	0.115

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbook and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, and poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings) <i>Repair Needed and Action Taken or Planned:</i> Damaged Ceiling tiles, missing cove base. Work order for repairs have been submitted. Will be repaired by December 2009.		✓		
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on August 10, 2009, and the inspection form was most recently completed on August 10, 2009.

School Facilities

Victor Valley High School provides a safe, clean environment for students, staff, and volunteers. Built in 1952, with expansions in 1964 and from 1970-2005, Victor Valley High School is situated on 68 acres. The school buildings span 203,431 square feet, consisting of the cafeteria, staff lounge, stadium, two computer labs, two gymnasiums, 89 classrooms, and four new portables. The school is currently going through modernization, including the installation of a new culinary arts building, health academy facility, and a fitness center. This project is expected to be finished by August 2011. The facility strongly supports teaching and learning through its ample classroom and recreation space.

Safety concerns are the number one priority of the maintenance and operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

VVUHS has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facilities

Continued from left

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District's complete Deferred Maintenance Plan is available at the District office.

Victor Valley High School is receiving a new fitness center that should be in operation by November 1, 2009. The fitness center will allow our students to do cardio, left weights, dance, and other cardio activities. We are submitting plans for a culinary arts and medical facilities. We will finish the design of the new facilities by December 1, 2008. The new culinary arts facility will allow our students to create a modernized restaurant facility that will focus on all aspects of culinary arts career opportunities. The medical center will be a modernized medical facility that will be furnished with industry standard medical equipment. It is our vision that students will be trained and certified in numerous entry-level medical professions.

Victor Valley High School will start modernization on all permanent facilities by February 1, 2010. The modernization will include new ceilings, carpet, cabinets and sound system. These classrooms will provide the needed resources to prepare our students for the 21st century.

Continued on sidebar

Standardized Testing and Reporting Results for All Students: Three-Year Comparison

The STAR results are reported as performance levels in order to compare student achievement to State Standards. The five performance levels are: **Advanced** (*exceeds State Standards*); **Proficient** (*meets Standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet State Standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Victor Valley HS			Victor Valley UHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	35%	36%	38%	33%	34%	36%	43%	46%	50%
Mathematics	12%	15%	15%	16%	18%	19%	40%	43%	46%
Science	23%	30%	33%	25%	29%	31%	38%	46%	50%
History-Social Science	23%	27%	31%	19%	20%	24%	33%	36%	41%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	36%	16%	37%	38%
Female	40%	13%	30%	24%
Economically Disadvantaged	33%	13%	27%	26%
English Learners	13%	7%	12%	6%
Students with Disabilities	15%	10%	12%	9%
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	29%	10%	26%	22%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	50%	34%	❖	50%
Filipino	69%	35%	❖	62%
Hispanic or Latino	36%	14%	30%	29%
Pacific Islander	59%	12%	❖	67%
White	49%	21%	47%	41%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tq/sr/documents/starpkt5intrpts.pdf.



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 level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	72%	59%
Proficient	18%	20%	30%	23%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

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

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74.25%	77.66%	79.00%	85.00%
English Language Learners	93.29%	92.10%	96.00%	96.00%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65.60%	65.60%	84.00%	78.00%
English Language Learners	80.00%	77.30%	94.00%	92.00%

Professional Development

VVUHS provides high quality, research-based staff development in the areas of Math and English Language Arts and in other subject area content and strategies. District trainers and professional consultants provide training to 7-12 staff at various times of the school year during the regular school day, after school and during the summer break. In 2007-08, several teachers participated in SB472 Math, Thinking Maps, and Language! training. Teams of teachers from various sites attended the off site AVID and Response to Intervention conferences as a collaborative strategy to improve student achievement. Categorically funded teachers on assignment (instructional coaches) are at each site and support teachers in instructional planning and strategies, classroom management and data analysis. Instructional aides are being trained in reading language arts and math strategies to support the implementation of the Inclusion Model.

For the 2006-07 school year, one day was dedicated to staff and professional development. In 2007-08, no days were dedicated, and in 2008-09, two days were dedicated to staff and professional development.

NAEP Testing 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. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison

	05-06	06-07	07-08
Statewide API Rank	4	5	4
Similar Schools API Rank	9	10	8

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2008-09 Growth API Score
	06-07	07-08	08-09	
All Students at the School	18	-21	11	690
African American	11	-17	-7	626
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	29	-19	21	691
Pacific Islander	■	■	■	■
White	16	-26	16	739
Socioeconomically Disadvantaged	24	-25	11	663
English Learners	■	-33	53	645
Students with Disabilities	44	21	-13	461

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The following table displays whether or not the school made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Victor Valley HS		Victor Valley UHSD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	Yes		No	

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Program		
	Victor Valley HS	Victor Valley UHSD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2004-2005
Year in Program Improvement	✧	Year 3
Number of Schools Identified for Program Improvement	8	
Percent of Schools Identified for Program Improvement	66.7%	

✧ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit <http://www.cde.ca.gov/ta/tg/pf/>.

Percent of Students Meeting Fitness Standards	
Grade 9	
Four of Six Standards	79.0%
Five of Six Standards	54.6%
Six of Six Standards	25.6%



Courses Required for UC/CSU Admission

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

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

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduates and Dropouts									
	Victor Valley HS			Victor Valley UHSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Graduation Rate	89.7%	78.6%	86.0%	77.0%	64.4%	69.8%	83.4%	80.6%	80.2%
1-year Dropout Rate	2.9%	6.9%	2.8%	10.7%	16.3%	10.8%	3.5%	4.4%	3.9%

Career Technical Education Programs

It is the goal of Victor Valley High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Tenth grade counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities, including: Work Experience Program, Explorer Programs, Fire, Police, Emergency Medical Technician, Regional Occupational Program (ROP), Alliance in Education, and High Desert Jobs.

Victor Valley High School's Career Center administers aptitude testing to students and numerous resources on career opportunities, higher education requirements, and scholarship information. Speakers from the community, job shadowing, work experiences, use of technology, career-related research projects, and community service projects are available for students to heighten student awareness of options for education, training, and employment beyond high school.

Victor Valley High School Career Technical Education programs provide a sequence of courses that furnish individuals with the academic, technical knowledge, and skills individuals need to prepare for further education and for careers in current or emerging employment sectors.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
07-08	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	64.4%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	12.0%

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
07-08	
# of Pupils Participating in CTE	1,108
% of Pupils Who Completed a CTE Program and Earned a High School Diploma	88.45%
% of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	12%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	06-07	07-08	08-09	06-07	07-08	08-09
Victor Valley HS	51.6%	51.6%	43.4%	58.9%	50.5%	51.0%
Victor Valley UHSD	46.3%	49.3%	38.7%	48.4%	47.0%	41.1%
California	48.6%	52.9%	52.0%	49.9%	51.3%	53.3%

CAHSEE Results by Student Group: English-Language Arts

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

Percentage of Students Achieving At Each Performance Level			
Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students	56.6%	25.0%	18.3%
Male	56.6%	23.9%	19.5%
Female	56.7%	26.2%	17.1%
Socioeconomically Disadvantaged	63.9%	21.9%	14.2%
English Learners	71.6%	19.6%	8.8%
Students with Disabilities	94.2%	5.8%	0.0%
Students Receiving Migrant Education Services	❖	❖	❖
African American	70.8%	25.0%	10.6%
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	57.3%	25.5%	17.2%
Pacific Islander	❖	❖	❖
White	44.1%	32.3%	23.7%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs

Continued from page 9

ROP courses offered include:

- Auto collision Repair
- EKG Monitor Technician
- Child Care Occupations
- Computer Maintenance & Repair
- Technologies
- Diversified Occupations
- Health Care Occupations
- Medical Assistant Front/Back
- Medical Assistant Review
- TV-Video Productions
- Silk Screen Printing
- Printing & Graphic Arts
- Medical Terminology
- Medical Insurance Billing
- Office Operations & Technology I & II

CTE courses offered by the district include:

- Computer Science & Applications
- Automotive Technologies
- Architectural Drawing
- Phlebotomy Technician
- Physical Therapy Aide
- Construction Technology



CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Percentage of Students Achieving At Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students	49.0%	35.5%	15.5%
Male	42.6%	39.0%	18.4%
Female	55.5%	31.9%	12.5%
Socioeconomically Disadvantaged	54.6%	32.2%	13.1%
English Learners	60.4%	27.7%	11.9%
Students with Disabilities	92.5%	7.5%	0.0%
Students Receiving Migrant Education Services	❖	❖	❖
African American	64.6%	29.2%	6.2%
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	47.4%	38.1%	14.6%
Pacific Islander	❖	❖	❖
White	41.9%	32.3%	25.8%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

Completion of High School Graduation Requirements		
Group	Graduating Class of 2009	
	Victor Valley HS	Victor Valley UHSD
All Students	87.3%	83.6%
Socioeconomically Disadvantaged	84.1%	81.4%
English Learners	64.7%	57.6%
Students with Disabilities	24.0%	30.6%
African American	76.0%	74.8%
American Indian or Alaska Native	100.0%	66.7%
Asian	93.8%	73.0%
Filipino	76.9%	87.1%
Hispanic or Latino	91.0%	84.9%
Pacific Islander	66.7%	93.8%
White	90.9%	89.3%



Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2008-09 school year, 2.7% of the school's students were enrolled in a total of eight AP courses offered.

Advanced Placement Courses	
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	0
Social Science	3



Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2008-09 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Victor Valley UHSD	Victor Valley HS		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	463	79	81	88
Without Full Credential	77	27	18	17
Teaching Outside Subject Area of Competence		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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Victor Valley HS		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Victor Valley HS	100.0%	0.0%
All Schools in District	97.1%	2.9%
High-Poverty Schools in District	80.1%	19.9%
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.

Public Internet Access

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

Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	7
Ratio of Students Per Academic Counselor	376:1

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

District Financial Data

District Salary Information – Does not include benefits		
	Victor Valley UHSD	Similar Sized District
Beginning Teacher Salary	\$39,416	\$42,810
Mid-Range Teacher Salary	\$65,747	\$69,375
Highest Teacher Salary	\$81,592	\$89,104
Average Principal Salary (Middle School)	\$102,446	\$120,314
Average Principal Salary (High School)	\$110,566	\$126,901
Superintendent Salary	\$152,500	\$198,563
Teacher Salaries – Percent of Budget	34.30%	37.30%
Administrative Salaries – Percent of Budget	4.60%	5.20%



District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule.

Types of Services Funded

Victor Valley Union High School District receives State and Federal categorical funding for special programs and student needs. Federal and State aid is received from the following sources to support the educational programs:

- Title I Program
- Peer Assistance and Review
- Special Education
- Educational Technology Assistance Grants
- Drug/Alcohol/Tobacco Funds
- Tenth Grade Counseling
- Vocational and Applied Technology Education Act
- Vocational Ed, Handicapped Students
- Gifted and Talented Education (GATE)
- Instructional Materials
- Home-to-School Transportation
- Economic Impact Aid (EIA)
- School Improvement Program

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Victor Valley HS
Total Expenditures Per Pupil	\$6,560
Expenditures Per Pupil From Restricted Sources	\$1,240
Expenditures Per Pupil From Unrestricted Sources	\$5,319
Average Teacher Salary	\$62,165

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Victor Valley HS	\$5,319	\$62,165
Victor Valley UHSD	\$6,793	\$75,144
California	\$5,512	\$68,332
School and District – Percent Difference	-27.7%	-20.9%
School and California – Percent Difference	-3.6%	-9.9%

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit <http://www.cde.ca.gov/ds/fd/cs> and <http://www.cde.ca.gov/ds/fd/ec>.

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of November 2009.