

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	North State Independence High School	District Name	Shasta Union High School District
Street	2200 Eureka Way, Suite B	Phone Number	530-221-3261
City, State, Zip	Redding CA 96001	Web Site	http://nsihs.suhdsd.net/
Phone Number	530-245-2760	Superintendent	Jim Cloney
Principal	Guy Malain	E-mail Address	jcloney@suhdsd.net
E-mail Address	gmalain@suhdsd.net	CDS Code	4570136-4530309

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

In the 2011-2012 school year North State Independence High School moved to the Shasta Learning Center campus. NSIHS is a WASC accredited alternative school of choice designed to meet individual needs of students that for some reason were not being met at the comprehensive sites. Students are offered flexibility with their schedules while being held to the same high academic standards as the comprehensive high schools. NSIHS allows co-enrollment in the community college, CTE classes, on-line courses, and at the comprehensive sites on a space available basis. The NSIHS counselor designs an Individualized Graduation Plan for each student. NSIHS students, in addition to meeting once a week with their primary instructor, may also attend small group classes in Algebra 1a, Algebra 1b, Geometry, CAHSEE math, CAHSEE English, Academic Literacy, art, yearbook, student government, and parenting, as required by their Individualized Graduation Plan. CAHSEE preparatory classes are mandatory for those who have not passed the California High School Exit Exam and ninth and tenth grade students determined to be at-risk of not passing CAHSEE. NSIHS has an active student government class that meets weekly. Co-curricular activities such as service projects, field trips, and school dances are available to our students. Medical Independent Study, a program for students with prescriptions not able to attend school, and Cal-SAFE, a program for pregnant and parenting students, are also offered through NSIHS.

There are seven rooms that house the North State students. The Administration and Counseling are in one room and a multipurpose room provides additional classroom space for the small group classes and a meeting room. Special Education and Medical Independent Study share a room and the Cal-SAFE students and teachers have their own room. The additional three rooms house regular independent study students.

The NSIHS Mission and Vision were rewritten in 2008/2009 school-year and the ESLRs were revisited, but not changed.

Our Mission

The mission of North State Independence High School is to provide an exemplary individualized education in a nurturing community to students with diverse needs.

Our Vision

Students will be educated, mentored, and supported as they achieve rigorous personal academic goals while becoming productive, participating citizens in a changing global society.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are highly encouraged to be active participants in their student's education. The primary opportunity to become involved with their student's education is at home helping and encouraging their student to complete their weekly assignments. NSIHS is an independent study high school at which the students spend the majority of their time at home or at school working individually on assignments. Parents must meet with their students' teacher at least two times per year to sign required independent study paperwork and discuss classes. North State prides itself in providing regular parent communication by phone and e-mail and parents are encouraged to check-in with the teacher regularly.

Opportunities for parental involvement with the school include multimedia contacts, parent meetings, and extracurricular opportunities. The multimedia contacts include: Aeries attendance reporting, district and school web-sites, the Principal's Newsletter, an automated phone service, and e-mail and phone conversations between parents and teachers. Parent meetings include the required initial enrollment intake meeting, yearly Graduation Plan updates, Student Study Team Meetings, Back-to-School Night, and a graduation ceremony. Extracurricular opportunities include field trips, the prom, student government fund raisers and community service events, and the opportunity to serve on Site Council and the Safety Committee which meet each quarter.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	6
Grade 10	24
Grade 11	84
Grade 12	114
Total Enrollment	228

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.9	White	82.5
American Indian or Alaska Native	2.6	Two or More Races	1.8
Asian	2.6	Socioeconomically Disadvantaged	53.5
Filipino	0	English Learners	0.4
Hispanic or Latino	9.6	Students with Disabilities	7.9
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	0	0	0	0	0	0	0	0	20.3	3	0	1
Mathematics	23.3	3	3	1	0	0			18.2	4	0	1
Science	0	0	0	0	0	0	0	0	6	3	0	0
Social Science	0	0	0	0	20	1	0	0	22.3	1	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate**School Safety Plan (School Year 2010-11)**

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety Team at North State Independence High School met in October of 2010 for the annual review of the School Safety Emergency Action Plan. Parent, student, classified, certificated, School Site Council, and administrative representation constituted the make up of the School Safety Team Review committee. This plan has been tailored to meet the specific needs of North State Independence High School. The safety plan includes the mandated components of Senate Bill 187 including:

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, power outage, human created disasters, CODE RED and other emergency actions
- Policies pursuant to Education Code 48915(c) and other school designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students Sexual Harassment Policy
- Dress Code
- Safe ingress and egress to and from school
- Safe and orderly environment conducive to learning Rules and procedures on school discipline

Please note that this plan includes procedures for a variety of emergencies and situations, from an intruder on campus to a natural disaster. It has been designed to compliment the District's Emergency Disaster Preparedness Plan and Manual, which provides more detail on procedures and preparedness. It is a general guideline to assist School Administrators, Emergency Services (first responders), and others in the event of an incident at North State Independence High School. The guidelines contained within this plan can vary based on the nature of the incident, structural integrity, water and power supplies and most importantly the safety of the staff, students, and school community. Finally, this plan contains a variety of other information including but not limited to the following:

- Exposure control for blood borne pathogens
- Hate motivated crimes
- School community alerts on sexual predators
- Safety Multi Disciplinary Team/Crisis Response Team/After Care
- Suicide on campus
- Arrest of student

The School Safety Team meets quarterly and consists of the Principal, Teacher on Assignment, a parent representative, a teacher, a secretary, and the security guard.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0	2	6.74	6.09	7.9
Expulsions	0	0	0	0.43	0.54	0.42

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2011

In the 2011-2012 school year North State Independence High School moved to the Shasta Learning Center campus. NSIHS is a WASC accredited alternative school of choice designed to meet individual needs of students that for some reason were not being met at the comprehensive sites. Students are offered flexibility with their schedules while being held to the same high academic standards as the comprehensive high schools. NSIHS allows co-enrollment in the community college, CTE classes, on-line courses, and at the comprehensive sites on a space available basis. The NSIHS counselor designs an Individualized Graduation Plan for each student. NSIHS students, in addition to meeting once a week with their primary instructor, may also attend small group classes in Algebra 1a, Algebra 1b, Geometry, CAHSEE math, CAHSEE English, Academic Literacy, art, yearbook, student government, and parenting, as required by their Individualized Graduation Plan. CAHSEE preparatory classes are mandatory for those who have not passed the California High School Exit Exam and ninth and tenth grade students determined to be at-risk of not passing CAHSEE. NSIHS has an active student government class that meets weekly. Co-curricular activities such as service projects, field trips, and school dances are available to our students. Medical Independent Study, a program for students with prescriptions not able to attend school, and Cal-SAFE, a program for pregnant and parenting students, are also offered through NSIHS.

There are seven rooms that house the North State students. The Administration and Counseling are in one room and a multipurpose room provides additional classroom space for the small group classes and a meeting room. Special Education and Medical Independent Study share a room and the Cal-SAFE students and teachers have their own room. The additional three rooms house regular independent study students. The grounds have picnic tables that are frequently occupied by groups of students studying or socializing. The rooms and restrooms are safe and cleaned daily. North State Independence High School has been designated a Williams Act school and is subject to an annual audit of the facilities conducted by the Shasta County Office of Education.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	To be done this year: repalce stained ceiling tiles in rooms139, 184-186, replace torn flooring in room 129.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Repair cafeteria fountain this year.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Repair roof leaks in boy's locker room, correct dry rot in large gum this year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	9	15	11	256
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

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

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	229
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)	0.6	---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English I: Pearson Literature for California Grade 9 (Pearson Education) © 2010 English II: Pearson Literature for California Grade 10 (Pearson Education) © 2010 Prentice Hall Literature: Timeless Voices, Timeless Themes: English III: The American Experience © 2002 English IV: The British Tradition © 2002	Yes	0%
Mathematics	Algebra 1: Holt Algebra 1 California Edition (Holt-McDougal) © 2007 CP Geometry: Holt California Geometry (Holt-McDougal) © 2008 Geometry: Geometry: Concepts & Skills (McDougal Littell) © 2005 Algebra 2: Holt California Algebra 2 (Holt, Rinehart & Winston) © 2008 Integrated Math 2: Integrated Math Book 2 (McDougal-Littell) © 2002 Trigonometry/Precalculus: Precalculus – Graphical, Numerical, Algebraic (Prentice Hall) © 2007 Calculus: Calculus: Graphical, Numerical, Algebraic (Prentice Hall) © 2007 Statistics: Elementary Statistics: A Step by Step Approach (Glencoe/McGraw Hill) © 2007		0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Physical/Earth Science: Holt California Earth Science (Holt-McDougal) © 2007 Biology: Holt Biology, California Edition (Holt, Rinehart & Winston) © 2006 Chemistry: CA Chemistry: Matter & Change (Glencoe/McGraw-Hill) © 2007 Physics: Holt Physics (Holt, Rinehart & Winston) © 2006		0%
History-Social Science	Intro to Social Science: Sociology – The Study of Human Relationships (Holt, Rinehart & Winston) © 2005 Personal Growth: Lifetime Health (Houghton-Mifflin) © 2009 World History: World History: Modern World (Prentice Hall) © 2007 U.S. History: The Americans: Reconstruction to the 21st Century (McDougal-Littell) 2006 Economics: Economics – Principles and Practices (Glencoe/McGraw-Hill) © 2008 U.S. Government: Magruder's American Government (Prentice Hall) © 2009		0%
Foreign Language	Spanish: TPRS Instructional Materials (Blaine Ray Workshops) French: Bien Dit! (Holt-McDougal) © 2008 American Sign Language: A Basic Course in ASL (TJ Publishers/Harris Communication) © 1994; Signing Naturally (DawnSign Press)		0%
Health	Lifetime Health (Houghton-Mifflin) © 2009		0%
Visual and Performing Arts	Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band)		0%
Science Laboratory Equipment (grades 9-12)	All district science labs are fully equipped to teach students the standards-aligned science curricula.		0%

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,985	\$2,697	\$6,289	\$60,886
District	---	---	\$6,238	\$68,710
Percent Difference: School Site and District	---	---	0.8%	-11.4%
State	---	---	\$5,455	\$70,570
Percent Difference: School Site and State	---	---	15.3%	-13.7%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Cal-SAFE categorical state funding is available for male and female teen parents or expectant parents. Although categorical funding is currently "flexed", the district utilizes the funds to support the program. This program is housed on NSIHS campus. It is a district wide program in which the student can determine to stay in their home school or attend NSIHS. The majority of the students choose to attend NSIHS.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,514	\$42,954
Mid-Range Teacher Salary	\$60,938	\$69,905
Highest Teacher Salary	\$79,206	\$89,464
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$114,837	\$128,348
Superintendent Salary	\$176,139	\$205,119
Percent of Budget for Teacher Salaries	34%	37%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	30	35	31	62	62	62	49	52	54
Mathematics	7	4	8	38	36	40	46	48	50
Science	16	25	34	61	64	67	50	54	57
History-Social Science	14	16	11	49	52	53	41	44	48

- * 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	62	40	67	53
All Student at the School	31	8	34	11
Male	34	14	33	16
Female	29	5	34	9
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	17	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0
White	33	8	36	12
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	20	6	26	9
English Learners				
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

* 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.

California High School Exit Examination

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	39	53	55	67	68	69	52	54	59
Mathematics	16	37	42	66	64	71	53	54	56

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	31	28	41	29	44	27
All Students at the School	45	30	25	57	40	2
Male	0	0	0	0	0	0
Female	40	33	27	57	40	3
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	43	30	27	59	38	3
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	59	18	23	68	32	0
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	0	28.6	28.6

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	2	1	1
Similar Schools	N/A	1	1

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-59	58	4
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-67	65	15
Two or More Races	N/D		
Socioeconomically Disadvantaged		52	-35
English Learners			
Students with Disabilities			

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

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

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

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	120	632	3,954	806	4,683,676	778
Black or African American	5		64	712	317,856	696
American Indian or Alaska Native	2		120	745	33,774	733
Asian	3		166	799	398,869	898
Filipino	0		25	827	123,245	859
Hispanic or Latino	9		399	774	2,406,749	729
Native Hawaiian/Pacific Islander	0		18	839	26,953	764
White	100	638	3,032	815	1,258,831	845
Two or More Races	1		129	789	76,766	836
Socioeconomically Disadvantaged	52	575	1,474	736	2,731,843	726
English Learners	0		24	631	1,521,844	707
Students with Disabilities	8		309	548	521,815	595

Adequate Yearly Progress

The federal ESEA 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 at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

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

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	9.1

XI. School Completion and Postsecondary Preparation**Admission Requirements for California's 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 course 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 UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

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

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	9.3	7.2	6.5	2.3	2.1	1.3	4.9	5.7	4.6
Graduation Rate	82.8	86.44	85.84	89.9	91.09	91.55	80.21	78.59	80.44

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

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2011		
	School	District	State
All Students	91%	88%	N/D
Black or African American	100%	82%	N/D
American Indian or Alaska Native	57%	73%	N/D
Asian	100%	94%	N/D
Filipino	N/D	75%	N/D
Hispanic or Latino	71%	84%	N/D
Native Hawaiian/Pacific Islander	N/D	67%	N/D
White	91%	89%	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	97%	78%	N/D
English Learners	100%	40%	N/D
Students with Disabilities	90%	66%	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

North State Independence High School does not offer CTE courses. However, all of our students have the opportunity to enroll and many participate in the district sponsored CTE courses.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	338
% of pupils completing a CTE program and earning a high school diploma	23.7%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	83.5
Graduates Who Completed All Courses Required for UC/CSU Admission	2

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

XII. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determined the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Leadership and staff attend professional conferences and in-services conducted by the District to ensure the program is compliant and that best practices are utilized in teaching. The administrator, the counselor and most of the teachers have attended The California Consortium for Independent Study (CCIS) Conference. The principal attended the AB 75 (AB 430) Principal Training, attends the ACSA annual conference, and has benefitted by being part of two year-long ACSA Academies in 2007/08, 2008/09 and 2011. The math teachers have attended many conferences including the Mount Lassen Math Council Conference, the California Math Council Conference, the District algebra in-service week, and the Asilomar California Math Council. The Cal-SAFE teachers have attended many conferences including Teen Now Conference and the CCIS Conference. All of our teachers attend the district sponsored literacy workshops presented to District teachers. One of our teachers is a BTSA trained mentor and provides services to all new NSIHS teachers. Some of the teachers have attended MAA training, School Site Council training, District Leadership Classes, WASC training, and Datawise training.

Staff meetings have been dedicated to professional learning communities and continuous improvement. This change in focus has allowed the North State staff to work collaboratively on professional development and improving the curriculum, instruction and student assessments at NSIHS.