

*Executive Summary of School Accountability Report Card (SARC)*

**Fort Bragg High School**

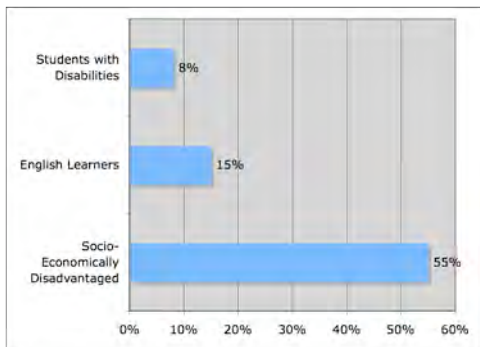
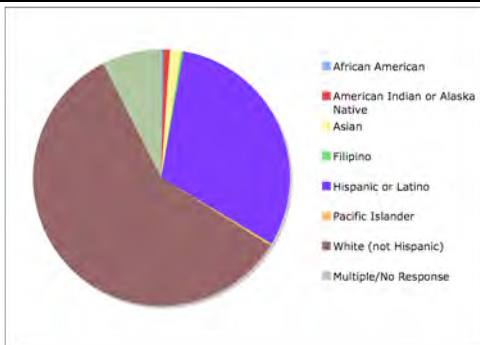
**Covering the 2007-08 School Year**

*Published during 2008-09*

**Fort Bragg High**  
**300 Dana Street**  
**Fort Bragg, CA 95437**  
**(707) 961-2880**  
**Grades 9 – 12**  
**Principal: Allen Urbani,**  
**aurbani@fbusd.us**

**Student Enrollment**

Number of Students	591
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**Teachers**

Teachers with Full Credential	36
Teachers without full credential	0
Teachers teaching outside area of competence	0
Mis-assignments of teachers of English learners	0
Total teacher mis-assignments	0

**About This School**

Fort Bragg High School (FBHS) provides a safe, positive, and comprehensive learning environment for its 600 students. Approximately 40 percent of our graduates go on to some kind of post secondary academic education, and another six to seven percent attend trade schools.

A full college prep curriculum is available, and AP classes are offered in English Language, English Literature, US History, American Government, Environmental Science and Calculus.

With the help of the Regional Occupation Program, FBHS is currently focused on expanding its vocational program to provide students with opportunities in the areas of Automotive Technology, Computer Science, Business Education, Culinary Arts, Agricultural Science, Industrial Arts, and Home Economics. FBHS also provides a wide range of classes in the visual and performing arts including art, theatre, photography, band, graphic arts, yearbook, and arts & crafts.

FBHS offers a full complement of clubs and extra curricular activities including interscholastic sports in order to connect students to the already safe and positive environment enjoyed at FBHS.

<b>Pupils Lacking Textbooks or Instructional Materials</b>	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	na
Health	0%
Science Laboratory Equipment	na
<b>Expenditures Per Pupil (Unrestricted Sources Only)</b>	
School Site	\$
District	\$
State	\$5,300
<b>Student Performance Students Proficient and Above on California Standards Tests</b>	
English/Language Arts	53
Mathematics	21
Science	48
History Social Science	58
<b>Academic Progress</b>	
2007 API Growth Score	758
Statewide Rank	7
2007-08 Program Improvement Status	In PI

## School Facilities

### Summary of Most Recent Site Inspection

Passed all areas of recent inspection.

### Repairs Needed

None needed.

### Corrective Actions Taken or Planned

None needed.

<b>School Completion</b>	
Graduation Rate	87.3%
<b>Post-Secondary Preparation</b>	
<b>Measure</b>	<b>Percent</b>
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	
Graduates Who Completed All Courses Required for University of California or California State University Admission	

# Fort Bragg High School

## School Accountability Report Card

Reported for School Year 2007-08

*Published During 2008-09*



### School Contact – 2008-09

#### Fort Bragg High School

300 Dana Street  
Fort Bragg, CA 95437  
(707) 961-2880  
Grades 9 – 12  
Principal: Allen Urbani  
aurbani@fbusd.us  
CDS code: 49-65565-2334361

#### Fort Bragg USD

(707) 961-8250  
Web site: [www.fbusd.us](http://www.fbusd.us)  
Superintendent: Don Armstrong  
darmstrong@fbusd.us

### Data and Access

**DataQuest** is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**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 on a workstation, and the ability to print documents.

### School Description and Mission Statement

Fort Bragg High School (FBHS) provides a safe, positive, and comprehensive learning environment for its 600 students. Approximately 40 percent of our graduates go on to some kind of post secondary academic education, and another six to seven percent attend trade schools.

A full college prep curriculum is available, and AP classes are offered in English Language, English Literature, US History, American Government, Environmental Science and Calculus.

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FBHS offers a full complement of clubs and extra curricular activities including interscholastic sports in order to connect students to the already safe and positive environment enjoyed at FBHS.

## Opportunities for Parental Involvement

<b>Contact</b>	Allen Urbani or Barb Bruce
<b>Phone</b>	707-961-2880
<p>Parents have an opportunity to involve themselves in their child's education at FBHS. Parents are very active in our Band and Athletic Booster groups, and our Parent-Student-Teacher Registration and Report Card Night. Conferences are very well attended. While there is no formal parent-teacher-student association, parents are encouraged to be involved when there are issues of significance (ex. Site Council, AVID Parent Night, Migrant Education Parents Group, AIP Parent Information Night, College Night, Financial Aid Night). Additionally, parents consistently volunteer to chaperone events and to provide transportation to school activities. Parent Forums, which are held quarterly, provide staff and parents opportunities to discuss school wide issues that are important to student success. Topics have included senior projects, interpreting student scores, suicide prevention, and graduation requirements. Parents who wish to become involved at FBHS are encouraged to call 961-2880 or to stop by to discuss the opportunities to do so.</p>	

## Student Enrollment 2007-08

### by Grade

Grade Level	Number of Students
Grade 9	161
Grade 10	134
Grade 11	148
Grade 12	141
Ungraded Secondary	7
<b>Total</b>	<b>591</b>

## VISION & MISSION STATEMENTS AND EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRS)

Vision: Educating Today's Students to Succeed in Tomorrow's World Mission: To create a school community through dialogue and collaboration that promotes team work to achieve optimum student outcomes.

- 1) FBHS students are literate (i.e. they comprehend and write at the proficient level on course rubrics or other appropriate standards based measures)
- 2) FBHS students meet or exceed academic standards, they demonstrate competencies for courses, achieve proficient on CST's and pass the CAHSEE
- 3) FBHS students have participated in planning for their futures (set goals for post high school; taken specific steps toward them) 4) FBHS students are connected to their school and community (e.g. participate in school activities, increased attendance, etc.).

### Student Enrollment by Group

Group	% of Total Enrollment
African American	0.34 %
American Indian or Alaska Native	0.85 %
Asian	1.18 %
Filipino	0.34 %
Hispanic or Latino	30.96 %
Pacific Islander	0.17 %
White (not Hispanic)	58.71 %
Multiple or No Response	7.45 %
Socioeconomically Disadvantaged	55 %
English Learners	15 %
Students with Disabilities	8 %

## Average Class Size and Class Size Distribution Secondary Schools

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	19.2	26	6		20.4	23	11		18.9	22	7	2
Mathematics	19.4	18	7		21.0	16	7		20.0	17	8	
Science	22.7	4	11		21.8	10	7		21.7	6	11	
Social Science	24.8	2	13		21.3	9	10		18.3	12	9	

*This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).*

## School Climate

### Suspensions and Expulsions

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	30.8 %	24.2 %	23.2 %	31.5 %	26.1 %	29.4 %
<b>Expulsions</b>	0 %	0 %	0 %	0 %	0 %	0 %

*This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.*

## School Safety Plan 2007-08

Fort Bragg High School maintains a Comprehensive Safe Schools Plan to support the already safe, orderly, positive learning environment we enjoy at FBHS. Within this effort, FBHS employs a variety of school policies and practices combined with a detailed Emergency Plan to facilitate response in the event of disaster. The Comprehensive School Safety Plan is updated each year after assessment with specific regard to school discipline, suspension, and crime. It is through this type of information and reporting that we can accurately compare our high school to similar schools within Mendocino County and also within the State of California.

This type of statistical information supports our knowing that FBHS is among the safest in the state. The Comprehensive School Safety Plan also describes policies and procedures in the following areas:

- 1) Child Abuse Reporting Procedures,
- 2) Policies Regarding Actions Which Would Lead to Suspensions and/or Expulsion (in addition to this generalized policy, FBHS maintains a very detailed outline of student behaviors as described in our handbook "Standards for Student Behavior" ),
- 3) Sexual Harassment Policy,
- 4) Procedures to Notify Teachers of Dangerous Pupils,
- 5) School Wide Dress Code,
- 6) Procedures for Safe Ingress and Egress of Pupils,
- 7) Disaster Procedures, Routine and Emergency, (a generalized description).

The Emergency Plan deals primarily with such emergency situations such as fire, earthquake, bomb threat, and lockdown procedure in the event of a dangerous student or intruder. Contained within this plan are the following:

- Emergency Warning Signals
- Evacuation Procedures/ Assignments
- Organization/ Responsibilities... to include Site Operations Section, Logistics Section, and District Operations Section
- Maps/Diagrams.....to include Shut-Offs and Projected Hazards, Disaster Equipment, and Transportation Safety Plan
- Alert Notification Rosters.....to include Emergency Telephone Charts and Handheld Radio or Cell Phones
- Assignments
- Directory of Government Agencies and Resources
- Situational Response
- Action Response
- Emergency Action Documentation.....to include Care and Shelter Unit, Safety and Security Unit, Damage Assessment Unit, Communication Unit, and First Aid Unit Documentation Forms, to include Staff Log, Student Emergency Release Log, Student Injury Log, Student Fatality Log, Employee Injury Log, Employees Fatality Log, and Waiver of Liability

# School Facilities

## School Facility Conditions and Planned Improvements in 2008-09

Students, staff, parents, and community take a great deal of pride in Fort Bragg High School. Promoting a positive school climate is done by providing a safe, clean and well maintained facility, which is our highest priority. Campus beautification is an ongoing process as school and community work together to keep this school site in its current, pristine condition. One of the community's greatest achievements is the building, entirely from donations, of a multi-million dollar sports complex that is touted as one best athletic facilities in all of Northern California.

## School Facilities Good Repair Status 2008-09

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

### Overall Summary of Facility Good Repair Status

**Good**

*This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.*

# Teachers

## Teacher Credentials

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	37	36	36	121
Without Full Credential	0	0	1	3
Teaching Outside Subject Area of Competence		0	0	n/a

*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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.*

## Teacher Mis-assignments and Vacant Teacher Positions

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*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.*

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers 2006-07

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	93.3 %	6.7 %
All Schools in District	95.4 %	4.6 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	95.4 %	4.6 %

*This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.*

# Support Staff

## Academic Counselors and Other Support Staff 2007-08

Title	Number of FTE Assigned to School
Academic Counselor	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other: CASHEE Counselor	1.0
<b>Average Number of Students per Academic Counselor</b>	<b>302</b>

*This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.*



# Curriculum and Instructional Materials

## Quality, Currency, and Availability of Textbooks and Instructional Materials

2008-09

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Lacking Own Assigned Textbooks & Instructional Materials
Reading/ Language Arts	Selected Literature from the High School – Locally Board adopted 2005 <i>Prentice Hall Timeless Voices Gold, Platinum, American Experience, and British Tradition</i> (2000) Standards aligned and locally Board adopted 2005 <i>High Point Intervention and ELD Program</i> – State Board Adopted 2002	0%
Mathematics	<i>Prentice Hall Precalculus</i> (2001) – Standards aligned and locally Board adopted 2005 <i>Prentice Hall Advanced Algebra</i> (1998) – Standards aligned and locally Board adopted 2005 <i>CGP Algebra 1</i> (2008) – Standards aligned and locally Board adopted 2008 <i>McDougal Littell Geometry</i> (2001) – Standards aligned and locally Board adopted 2001 <i>Calculus: Of A Single Variable – 8<sup>th</sup> Ed.</i> (2006) Standards aligned and locally Board adopted 2006	0%
Science	<i>Physics: Principles and Problems</i> (1977) – Use along with newer book listed below – Standards aligned and locally Board adopted 2005 <i>Marine Biology: Environment, Diversity</i> (1986) – Standards aligned and locally Board adopted 2005 – Newer book to be purchased in 2006 <i>Modern Chemistry</i> (2006) – Standards aligned and locally Board adopted 2006 <i>Conceptual Physics</i> (1997) – Standards aligned and locally Board adopted 2005. <i>Science Spectrum</i> (2001) – Standards aligned and locally Board adopted 2005. <i>General Science</i> (2001) – Standards aligned and locally Board adopted 2005. <i>Biology: Principles and Explorations</i> (2001) – Standards aligned and locally Board adopted 2005. <i>Living in the Environment</i> (2004) – Standards aligned and locally Board adopted 2005 <i>Biology</i> (1993) – Standards aligned and locally Board adopted 2005	0%
History-Social Science	<i>Economics: Principles in Action</i> (2007) – Standards aligned and locally Board adopted 2005. <i>American Pageant</i> (1998) – Standards aligned and locally Board adopted in 2005. <i>American Vision California</i> (2005) Standards aligned and locally Board adopted in 2005. <i>Pacemaker U.S. History</i> (2001) – Standards aligned and locally Board adopted in 2005. <i>Magruder’s American Government</i> (2001) – Standards aligned and locally Board adopted in 2005. <i>Pacemaker World History</i> (2002) – Standards aligned and locally Board adopted in 2005. <i>American Government: Continuity and Change</i> (2002) – Standards aligned and locally Board adopted in 2005. <i>World History: Connections to Today</i> (2003) – Standards aligned and locally Board adopted in 2005. <i>American Odyssey</i> (2004) – Standards aligned and locally board adopted in 2005.	0%
Foreign Language	<i>Ya versa! Gold level 1,2,3</i> (1999) – Standards aligned and locally Board adopted in 2005	0%
Health	<i>Lifetime Health</i> (2005) Standards aligned and locally board adopted	0%

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.

# School Finances

## Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2006-07

Level	Total	Sup- plemental	Basic	Average Teacher Salary
School Site	\$8,417	\$2,339	\$6,078	\$49,154
District			\$8,056	\$50,945
Percent Difference – School Site and District			4%	-3%
State			\$5,300	\$59,271
Percent Difference – School Site and State			59%	-17%
<i>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 at the Current Expense of Education Web page at <a href="http://www.cde.ca.gov/ds/fd/ec/">http://www.cde.ca.gov/ds/fd/ec/</a> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <a href="http://www.cde.ca.gov/ds/fd/cs/">http://www.cde.ca.gov/ds/fd/cs/</a>.</i>				

## Types of Services Funded Fiscal Year 2007-08

The following services in support of this school are provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

### **Funding Sources: Title I, EIA, General Fund**

Services provided include: Preparation of consolidated application to generate funding and fiscal management of all categorical programs including: formulating budgets and monitoring expenditures; coordination and monitoring compliance procedures; supervision of budget preparation and expenditures of state and federal funds; approval of categorical purchases, attendance at state and federal conferences to keep abreast of changes in funding and statutes; disseminating information to appropriate groups; facilitating the development of the district's Local Improvement Plan as well as consulting with school staffs, school site councils; working with site personnel and advisory committees to develop program evaluation instruments; compiling data from parent surveys and disseminating information to school sites; preparing mandatory annual reports and monitoring coordinated compliance; disseminating information regarding research based instructional programs; providing training to School Site Councils, Advisory Committees, site instructional leaders and project coordinators in the appropriate procedures necessary to fulfill their respective responsibilities; overseeing the management of the English Learners Program; monitoring and providing instructional support to all categorically funded programs under the new NCLB Reauthorization Act; conducting needs assessments for professional development for certificated and classified instructional staff; coordinating professional development workshops and seminars in the district;

monitoring the site level implementation of categorical programs; acting as a liaison for the district with the federal and state government and county agencies; preparing the annual CAL-Works report, providing an annual report to the Board of Trustees for categorical programs.

**Funding Source: EIA/LEP**

Services provided include: providing instructional staff and administrators with research-based best practices for English learners, assisting with the ordering and purchase of supplemental instructional materials for English learners, in-servicing staff on ELD teaching methodologies, conducting model lessons for school site staff, coordinating the CELDT and SABLE testing, compiling student assessment data, assisting with the analysis of the data, ensuring appropriate program placement of English learners, ensuring parent notification letters are distributed in compliance with state mandates, monitoring student progress, facilitating professional development opportunities for teachers working with English learners, facilitating re-designation committee meetings, maintaining language census data, and submitting data for annual report.

<b>Teacher and Administrative Salaries Fiscal Year 2006-07</b>		
<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Teacher Salaries</b>		
Beginning Teacher Salary	\$34,334	\$37,916
Mid-Range Teacher Salary	\$44,036	\$58,151
Highest Teacher Salary	\$64,459	\$75,396
<b>Administrator Salaries</b>		
Average Principal Salary (Elementary)	\$78,968	\$91,086
Average Principal Salary (Middle)	\$81,394	\$95,220
Average Principal Salary (High)	\$78,662	\$101,661
Superintendent Salary	\$110,400	\$136,091
<b>Percent of Budget for</b>		
Teacher Salaries	38.4 %	38.5 %
Administrative Salaries	6.6 %	5.8 %
Detailed information regarding salaries may be found at the CDE Web site at <a href="http://www.cde.ca.gov/ds/fd/cs/">http://www.cde.ca.gov/ds/fd/cs/</a> and <a href="http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp">http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp</a> .		

# Student Performance

## California Standards Tests (CST)

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

### CST Results for All Students – Three-Year Comparison

Subject	School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	51	47	53	45	44	49	42	43	46
Mathematics	19	16	21	35	34	40	40	40	43
Science	48	48	48	45	46	51	35	38	46
History-Social Science	40	52	58	31	40	46	33	33	36

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

### CST Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	35	13	25	49
Pacific Islander	*	*	*	*
White (not Hispanic)	62	23	60	63
Male	47	24	39	60
Female	58	16	57	55
Economically Disadvantaged	43	16	40	54
English Learners	2	4	0	19
Students with Disabilities				
Students Receiving Migrant Education Services	26	8	27	43

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 (CASHEE)

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 CAHSEE Web site at <http://cahsee.cde.ca.gov/>. 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.

### CASHEE Performance for All Students – Three-Year Comparison

Subject	School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English/Language Arts	55.2	58.9	67.2	53.5	56.8	65.1	51.1	48.6	52.9
Mathematics	43.4	53.5	52.9	42.7	51.7	52.3	46.8	49.9	51.3

The table above displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

### CASHEE Performance for Student Groups – Most Recent Year

Group	English/Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	61.5	38.5	0.0	84.6	15.4	0.0
Female	53.3	46.7	0.0	56.2	37.5	6.2
African American	43.2	48.6	8.1	55.3	31.6	13.2
American Indian or Alaska Native	*	*	*	*	*	*
Asian	24.3	56.8	18.9	39.7	28.8	31.5
Filipino	40.7	50.8	8.5	44.1	33.9	22.0
Hispanic or Latino	25.0	55.0	20.0	50.0	25.0	25.0
Pacific Islander	40.6	46.9	12.5	46.2	35.4	18.5
White (not Hispanic)	59.3	40.7	0.0	57.1	42.9	0.0
English Learners	*	*	*	*	*	*
Socio-Economically Disadvantaged	20.4	53.1	26.5	43.1	35.3	21.6
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

The table above displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

## California Physical Fitness Test Results 2007-08

Grade Level	Percent of Students Meeting Fitness Standards
Grade 9	45 %

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfl>. Note: To protect student privacy, scores are not shown when 10 or fewer students are tested.

## Accountability

### Academic Performance Index (API)

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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>

### API – Three-Year Comparison

API Rank	2005	2006	2007
Statewide	7	7	8
Similar Schools	8	8	10

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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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 Changes by Student Group – Three-Year Comparison

Group	Actual API Change			Growth API Score
	2005 to '06	2006 to '07	2007 to '08	2008
All Students at the School	22	20	22	780
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-4	30	51	735
Pacific Islander				
White (not Hispanic)	35	24	9	805
Socioeconomically Disadvantaged	40	26	34	756
English Learners				
Students with Disabilities				

*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.*

## AYP Overall and by Criteria 2007-08

AYP Criteria	School	District	Adequate Yearly Progress
Overall	Yes	No	<p>The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:</p> <ul style="list-style-type: none"> <li>Participation rate on the state's standards-based assessments in English-Language Arts (ELA) and Mathematics.</li> <li>Percent proficient on the state's standards-based assessments in ELA and Mathematics</li> <li>API as an additional indicator</li> <li>Graduation rate (for secondary schools).</li> </ul>
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	
<p><i>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.</i></p>			

## Federal Intervention Program 2008-09

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	n/a	2006-2007
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		37.5
<p><i>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 (English-language arts 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 at the CDE Web site at <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a>.</i></p>		

# School Completion & Post-Secondary Preparation

## Completion of High School Graduation Requirements

Group	Graduating Class of 2008	
	School	District
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)		
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

## Dropout and Graduation Rates

Indicator	School			District			State		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Dropout Rate (1-year)	3.3%	2.6%	2.3%	4.0%	4.8%	2.9%	3.1%	3.5%	4.4%
Graduation Rate	78.9%	81.3%	87.3%	75.2%	73.9%	83.7%	85.0%	83.0%	79.5%

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is 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 [DataQuest](#) Web site.

## Career Technical Participation – 2007-08

FBHS, in concert with Mendocino County ROP, offered the following vocational education courses:

Introduction to Automotive Technology, Intermediate Automotive Technology, Advanced Automotive Technology, Accounting I, Accounting II, Culinary Arts, Organic Gardening, Drafting, Advanced Drafting, Woodshop, Advanced Woodshop, Photography I & II, Photography III & IV, Early Childhood Development, Careers with Children, and Cooperative Vocational Education.

Each spring counselors meet with tenth grade students and their parents to discuss career/college preparation. As seniors students are surveyed again surveyed regarding their post-high school plans and are encouraged to work with counselors to firm up their plans and expand their options.

Measures	CTE Participation
Number of Pupils	282
Percent of pupils completing a CTE program and earning a high school diploma	42%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60%

*This table displays information about participation in the school's CTE programs.*

## Courses for University of California and/or California State University Admission 2007-08

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	54.1 %
Graduates Who Completed All Courses Required for UC/CSU Admission	

*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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.*

## Advanced Placement Courses 2007-08

Subject	# of Courses	Subject	# of Courses
Computer Science		Mathematics	1
English	2	Science	
Fine and Performing Arts		Social Science	2
Foreign Language		All courses	5
<i>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 DataQuest Web page at <a href="http://dq.cde.ca.gov/dataquest/">http://dq.cde.ca.gov/dataquest/</a>.</i>			
<b>Percent of Students in AP Courses</b>			2.8 %

# Instructional Planning and Scheduling

## Professional Development

We continued to focus our time and energy on standards-based instruction, but have also included into this focus, the concepts of "school-wide literacy" to improve student performance and help them better access curriculum. Staff has been trained in strategies as outlined in the "Reading Apprenticeship Program" and has included those strategies in everyday lesson design in all areas of instruction. During the remainder of the year leadership with staff input, completed a five year plan to give purpose and continuity to how we spend our time and money to best meet the needs of our students.

*The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page 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.*