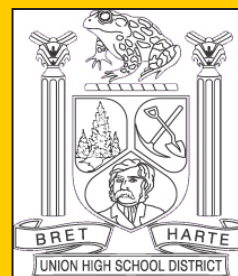
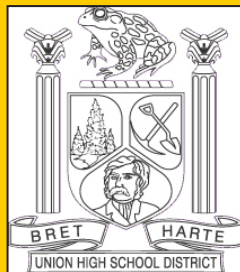


# Bret Harte Union High School District



## 2007-2008 District Accountability Report Card

323 South Main Street  
P.O. Box 7000  
Angels Camp, CA 95221

(209) 736-8340

**Michael Chimente**  
Superintendent

### Board of Education

Joan Lark  
President

Dr. Rodger Orman  
Clerk

Tony Tyrrell  
Member

Clayton Rasmussen  
Member

Gail Bunge  
Member

[www.bhuhsd.k12.ca.us](http://www.bhuhsd.k12.ca.us)

Information is current as of  
October 2008.

### District Mission Statement

The Bret Harte Union High School District is an educational community committed to providing all students a quality education with a multiple of learning opportunities in a safe, orderly environment fully equipped to teach 21<sup>st</sup> century skills. As a learning community, we strive to increase student achievement, to be responsive to community needs and to foster accountability for all.

### District Profile

Bret Harte Union High School District serves the communities of Angels Camp, White Pines, Avery, Hathaway Pines, Murphys, Douglas Flat, Vallecito, Copperopolis, Dorrington, Camp Connell and Bear Valley. There are three schools in the district one comprehensive high school, an independent study, and a continuation high school. Student demographics are illustrated below.

#### 2007-2008 District Enrollment

**Total Enrollment: 915**

	Number of Students	Percent of Enrollment
<b>Gender</b>		
Female	431	47.1%
Male	484	52.9%
<b>Ethnicity</b>		
American Indian	22	2.4%
Asian	6	70.0%
Pacific Islander	7	0.8%
Filipino	6	0.7%
African American	7	0.8%
Caucasian	763	83.4%
Hispanic	89	9.7%
"Multiple or No Response"	15	1.6%
<b>English Language Learners</b>		
English Learners (EL)	17	1.9%
Non EL	898	98.1%
<b>Students with Disabilities</b>		
Special Education	85	9.3%
Non Special Education	830	90.7%
<b>Free or Reduced-Price Meals</b>		
Yes	207	22.6%
No	708	77.4%

## No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate “Adequate Yearly Progress” (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state’s standards-based assessments in English/Language Arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of district performance are displayed below.

Adequate Yearly Progress (AYP)		
Made AYP Overall	District	
	English - Language Arts	Mathematics
Met AYP Criteria	No	Yes
Participation Rate	No	Yes
Percent Proficient	Yes	Yes
API School Results	Yes	
Graduation Rate	Yes	

## Federal Intervention Program

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.

Federal Intervention Programs				
	Bret Harte HS	Vierra HS	Vallecito HS	District
Program Improvement Status	Not in PI	Not in PI	Not in PI	In PI
First Year in PI	-	-	-	2008-09
Year in PI (2008-09)	-	-	-	Year 1
# of Schools Currently in PI	-	-	-	0
% of School Identified for PI	-	-	-	0.00%

## Highly Qualified Teachers

Bret Harte Union High School District recruits and employs only the most qualified credentialed teachers. For the 2007-08 school year, Bret Harte Union High School District had 48 fully credentialed teachers, who met all credential requirements in accordance with the State of California guidelines. Certificated staff consisted of 55 employees including administrators. The district-wide average teaching experience is 15.8 years, and the average amount of time within the school district is 11.8 years.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2007-08 school year, 100% of core academic classes in the Bret Harte Union High School District were taught by highly qualified teachers. Those not yet classified as “Highly Qualified” are currently in the process of obtaining the necessary components to meet this standard.



## California Standards Test

Bret Harte Union High School District participates in California’s mandatory Standardized Testing and Reporting Program (STAR) which includes the California Standards Tests (CST) administered each spring to students in grades two through eleven. The California Standards Tests, in the subject areas of Language Arts, Mathematics, Science, and Social Science, assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested; these include Advanced (A), Proficient (P), Basic (B), Below Basic (BB), and Far Below Basic (FBB) levels. The state target for every student is to score at the Advanced or Proficient level.

## How to Read CST Results

All school districts in the state of California are required to report their CST results in comparison to the state average. In this report, the percentage of students achieving Advanced and Proficient levels is reported. Data is broken down by gender, participation in special programs (e.g., Title I), and ethnicity.

## What is Tested?

### Language Arts

Grades 9-11: Grade level-specific tests.

### Mathematics

Grades 9-11: Course-specific tests in Algebra I, Algebra II, Geometry, Integrated Math 1, Integrated Math 2, and Integrated Math 3.

### Social Science

Grades 10-11: Grade level-specific tests in Social Science.

### Science

Grade 9-11: Course-specific tests in Life Science, Biology, Chemistry, Earth Science, Physics, and Integrated/Coordinated Science 1-4.

More information about STAR testing and the CST is available at the California Department of Education’s website: <http://www.cde.ca.gov/>

# Social Science

Science and Math scores are not reported because the tests are course-specific and therefore not comparable. Results for course-specific tests are available at <http://star.cde.ca.gov>.

California Standards Test (CST)								
Combined % of Students Scoring at Proficient and Advanced Levels								
Social Science								
10			11					
06	07	08	06	07	08			
All Students								
District	39	40	48	41	45	44		
State	30	29	33	35	35	38		
Males								
District	40	46	55	42	46	48		
State	33	34	38	37	37	40		
Females								
District	38	35	40	38	45	40		
State	27	26	29	34	33	36		
Socioeconomically Disadvantaged								
District	29	19	42	21	42	32		
State	17	17	20	21	22	24		
Hispanic or Latino								
District	39	19	31	37	68	28		
State	17	18	21	21	22	25		
Caucasian								
District	41	44	51	42	44	47		
State	45	44	49	48	48	51		
Students with Disabilities								
District	*	24	20	0	0	14		
State	8	8	11	8	9	10		

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

# Language Arts

## California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

		Language Arts								
		9			10			11		
		06	07	08	06	07	08	06	07	08
<b>All Students</b>										
District		49	56	58	45	45	41	42	47	42
State		44	47	49	37	37	41	36	37	37
<b>Males</b>										
District		45	45	52	36	41	32	32	33	35
State		40	43	45	33	33	37	33	33	33
<b>Females</b>										
District		53	68	68	54	50	53	51	60	48
State		48	53	53	42	41	45	39	41	41
<b>Socioeconomically Disadvantaged</b>										
District		26	43	37	37	22	22	18	42	32
State		27	32	33	21	21	26	21	22	22
<b>Hispanic or Latino</b>										
District		21	29	27	25	12	17	21	56	23
State		28	32	34	21	23	27	21	23	22
<b>Caucasian</b>										
District		53	60	63	47	48	46	46	45	44
State		63	66	68	54	55	57	50	52	53
<b>Students with Disabilities</b>										
District		0	23	14	12	9		0	9	10
State		9	10	11	6	7	7	6	6	6

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

