

Grossmont Union High School District

El Cajon Valley High School

2008-2009 School Accountability Report Card

**Paul Dautremont,
Principal**

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Principal's Message

Dear El Cajon Valley Parents and Students,

I want to welcome you to the 2008-2009 school year at El Cajon Valley High School. As always, the entire staff and I are looking forward to working with you and your students in achieving their high school goals.

Whether you are a returning student or new to ECV I want to encourage all of the students to get involved during their time here. Whether through sports, clubs or student government, getting involved is a sure way to increase student success in school and make high school a much more enjoyable experience. I also want to encourage parents to get involved. We have several opportunities for parents who wish to contribute to the success of their students and to the ECV community. These include serving with PTSA, the School Site Council, the English Learner Advisory Committee, the Family Resource Center, or just by attending school events. There is something for everyone. I want to let you know that we are looking forward to working with you as partners in the education of your children. Should you have any questions or feel the need to speak to someone about your child's progress I encourage you to contact their teachers, our Guidance Department, the Assistant Principals' office or myself to assist you.

This is an exciting time in the history of El Cajon Valley High School. ECV was the only high school in the county to receive a Quality Education Investment Act grant that which has allowed us to hire additional staff in order to expand the course offerings and systems of support for students and families. We are also offering additional elective and Honors courses to meet students' needs. We will now have many new programs before and after school to assist students who need to improve upon their math and reading skills along with programs to deepen the learning of those students who have already mastered these essential skills.

On behalf of the El Cajon Valley staff, I wish you the best of luck in the upcoming school year.

Sincerely,

Paul Dautremont

Principal El Cajon Valley High School

School Profile

El Cajon Valley High School is a comprehensive high school located in the city of El Cajon and is part of the Grossmont Union High School District. In 2008-09, 2261 students were enrolled in grades nine through twelve. ECVHS employs over 120 teachers, including six counselors, and a classified staff of over 50 to support our students. Our campus reflects the diverse cultural and socioeconomic makeup of the community. Many families settle in the community because of the affordable housing and the diversity in the community. Many of our students are recent immigrants, with the majority coming from Spanish speaking and Mid-Eastern countries.

ECVHS is a school-wide Title I program - 68.4% of our students (October 2008 CBEDS update) qualify for free or reduced lunch. The purpose of Title I funding is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

School Leadership: Leadership at El Cajon Valley is a responsibility shared between district administration, the Principal, Assistant Principals, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Paul Dautremont is the Principal. Mr. Dautremont has 16 years of experience in education.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	10.6%
American Indian	0.6%
Asian	1.4%
Caucasian	35.9%
Filipino	1.6%
Hispanic or Latino	47.1%
Pacific Islander	0.7%
Multiple or No Response	2.2%

He has held positions as a teacher and Assistant Principal prior to becoming El Cajon Valley High School's Principal.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include:

- Administrative team
- Navigation Team
- Department Chairs
- Program Coordinators
- Academy Leads
- Professional Learning Community Team Leads
- School Site Council
- Parent Teacher Student Association (PTSA)
- English Learners Advisory Committee (ELAC)
- Associated Student Body (ASB)
- Student Senate
- Class Officers

Curriculum and Instruction - The Base of the Pyramid of Interventions

Professional Learning Communities: All teachers are highly qualified and teach a rigorous, relevant curriculum within their area of expertise. Teachers work in teams of Professional Learning Communities to address four critical questions:

- What do students need to learn?
- How will we know when students have learned?
- How will we respond when students experience difficulty in learning?
- How will we provide enriching experiences to students who have already mastered essential knowledge and skills?

Curriculum is focused on California Content Standards using research-based teaching strategies. Classes are arranged on a traditional calendar with a 4X4 block quarter schedule. In this setting, students are able to meet graduation, college preparatory, and Advanced Placement requirements. Advanced Placement courses are offered in the areas of Art, English, Foreign Language, Math and Social Sciences. El Cajon Valley High School is a national demonstration site for AVID (college preparation). Extra- and Co-curricular activities are available. An extensive after-school program includes classes for academic support as well as for personal enrichment.

Quality Education Investment Act (QEIA) at ECVHS:

In May of 2007, El Cajon Valley High School received a multi-year grant (up to seven years) to improve student achievement and provide the needed supports. ECVHS will focus all efforts around the goal of improving student achievement through the implementation of the tiered intervention model with the work of the Professional Learning Communities as the foundation. This model will be based on:

QUALITY INSTRUCTION/ FIRST TEACHING

- Implementation of the Professional Learning Community Model of teacher teams school-wide, in all subject areas.
- Standards-based engaging curriculum with ongoing assessment and monitoring that focuses on Rigor/Relevance/Relationships

STAFF DEVELOPMENT

- PLC coaches to assist with the implementation of the PLC model
- School-wide staff development to address staff, student and family engagement in the educational process

ACADEMIC SUPPORT AND INTERVENTIONS

- Strategic, data-driven, with clear entrance and exit criteria to include all students (regular, special education, and English Learners) who have been identified as needing extra support

SOCIAL-EMOTIONAL SUPPORT

- Family Resource Center (FRC)/Case-Management Referral Process - Integrated and coordinated system of supports for students and families that focuses on improving student achievement

ASSESSMENT AND MONITORING SYSTEM

- Design and implementation to include frequent diagnostic tests as well as annual standardized assessments
- Designed with input from staff, students and families to address their needs for data collection and reporting

COLLABORATION/ENGAGEMENT

- Focused on improving communication with-in and between the: Professional Learning Community teams; students, parents and staff; community partners, and post-secondary education partners

For more details, please see the QEIA website: <http://www.cde.ca.gov/nr/ne/yr07/yr07rel62.asp>

Discipline & Climate for Learning

Discipline and Climate for Learning – SARC 08-09

Discipline and Climate for Learning

Students at El Cajon Valley are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Student Handbook which is sent home at the beginning of the school year.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Club Cristiano
- Outdoor Adventure Club
- Art Club
- Academic League
- Leo's Club
- Smoke Signal
- Link Crew
- The Green Team
- AVID
- Key Club
- CARE Club
- Class of 2009, 2010, 2011, 2012
- Shakespeare
- Filipino Student Association
- Marching Band
- Friday Night Live
- Pep Club
- German Club
- ECV Players
- Legend
- Christian Club

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include:

Fall Sports - August-November

Boys and Girls Cross Country, Football, Girls Tennis, Girls Volleyball, Boys Water Polo, Girls Field Hockey

Winter Sports - November-February

Boys and Girls Basketball, Boys and Girls Soccer, Wrestling, Girls Water Polo

Spring Sports - February-May

Baseball, Golf, Gymnastics, Softball, Boys and Girls Swimming, Boys Tennis, Boys and Girls Track & Field, Boys Volleyball

The Cheer Squad season runs all year long.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	466	504	648	3656	3109	3856
Suspension Rate	23.2%	24.2%	28.7%	15.3%	12.8%	15.6%
Expulsions	19	14	25	182	195	230
Expulsion Rate	0.9%	0.7%	1.1%	0.8%	0.8%	0.9%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
9th	528	537	563
10th	504	526	560
11th	510	545	528
12th	468	478	604

Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 37 students to 1 teacher.

Curriculum Development

All curriculum development in the Grossmont Union High School District is based on the California State Content Standards and Frameworks. Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program. The following changes to curriculum have been added during the 2008/09 school year:

New Courses Course Number(s) Department
 Advanced Digital Arts 1H, 2H B247/B248 & T247/T248 Art & ROP
 Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP
 Biology 1, 2 IB SL R238/R239 Science
 Cel Animation 1C, 2C B263/B264 Art
 Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech
 French 3, 4 IB HL2 G037/G038 Foreign Language
 Professional Musical Theatre
 Performer T510/T511 ROP
 Science 1, 2 Sheltered R023/R024 Science
 COURSES PENDING UC APPROVAL
 Environmental Design I & II J140/J141
 History IB HL1 S096/S097

Instructional Materials

Grossmont Union High School District held a Public Hearing on September 11, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<http://portal.guhds.net/GUHSD/depts/edserv/curriculum/textbook>



Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located within their communities.

Counseling & Support Staff

Results-based comprehensive guidance program: ECVHS offers a results-based comprehensive guidance program driven by the National Standards for School Counseling. There are six counselors and four academic advisors that service the four grade levels.

The Counselors work closely with the Family Resource Center through the weekly interdisciplinary case-management team meetings and referral process to connect students and families to outside agencies that provide additional support services.

Family /Community Resources: The El Cajon Valley Family Resource Center operates with the mission of offering support, conducting outreach and providing information to the ECVHS community with the ultimate goal of improving student success.

It is a collaborative effort between the school, families, and the community to provide services for our students and their families. The community partners provide referrals, resources, supervision, expertise, mentoring, college and career preparation, teen and parent mediation, and other mental health services.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	20	25	29	58	52	42	33	14	24	6	21	25
Mathematics	21	25	33	42	37	26	15	17	11	3	4	20
Science	26	37	40	5	9	7	16	4	6	2	15	18
Social Science	24	37	36	19	12	12	28	15	17	6	24	28

It is the goal of El Cajon Valley High to assist students in their academic success as well as in their social and personal development. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

School-wide Risk Intervention and Student Support

The purpose of all school-based student support programs is to increase student achievement in the areas of academics, behavior, and attendance through the integration of school, home, and family support services. With the goal of preventing and reducing dropouts and increasing student achievement, the following school-wide programs are in place at El Cajon Valley High School:

- Research-based Professional Development
- Content Area Literacy Support
- Extra support classes in core areas – during the school day & after school
- CAHSEE and CST prep incorporated in year long Math & English at ninth grade level
- CAHSEE and CST prep incorporated in year long English at tenth grade level
- CAHSEE and CST prep incorporated in year long targeted tenth grade Math classes
- Comprehensive English Learner Program
- Special Education and Support Classes
- Expanding Career Technical Education programs
- AVID (college readiness and support program)
- Gifted and Talented Education support
- Brave Adventure (a summer program for incoming ninth graders)
- Spanish for Spanish Speakers
- Credit Retrieval Program
- After school tutorials and enrichment programs including home language tutorials
- Night Library four days a week
- Friday Night Live
- Results-based comprehensive guidance program
- Family Resource Center
- Drop-out Prevention Program
- Library Media Center
- Technology Support (Computer labs, portable labs, mini-labs in classrooms, instructional stations)
- Alternative Education Programs on campus
- Instructional aides and teacher assistants
- Career Center (under development)
- Link Crew, Peer Tutors & Mentors
- Extensive Parent Involvement and Education

The table lists the support service personnel available at El Cajon Valley High.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Aides for Severely Handicapped	7	5
Assistant Principal	4	4
Athletic Director	1	.333
Attendance Clerk	2	2
AVID Tutor	10	As Needed
Band/Music Director	1	As Needed
Bilingual Instructional Assistant	7	5.2
Campus Supervisor	7	7
Case Manager	2	1.5
Categorical Programs Facilitator	1	1
Computer Instructional Assistant	1	As Needed
Computer Lab Aide	1	1
Computer Technician	1	1
Counseling Technician	4	4
Counselor	6	6
District Academic Coach	2	As Needed
EIA/LEP Instructional Coordinator	1	.333
Guidance Secretary	1	1
Learning Center Teacher	1	1
Librarian	1	1
Library Technician	1	1
Literacy Coach	1	.333
Math Coach	1	.333
Nurse	1	1
Prevention Specialist	1	1
School Psychologist	1	1
School Resource Officer	1	1
Special Education Aides	8	4.6
Speech Therapist	2	1.2
Teacher on Special Assignment	3	1
Technology Coordinator	1	.333
Title I Clerk	1	.5
Title I Coordinator	1	.2

Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2009-10 school year, the most current data are reported.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	107	105	106	1080
Without Full Credentials	0	0	0	8
Working Outside Subject	0	0	9	22

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Highly Qualified Teachers

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.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	74.4%	25.6%
District	77.5%	22.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	77.7%	22.3%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 60 days to staff development annually for the past three years. Topics for staff development during the 2008-2009 school year included:

Acupuncture and Nutrition
 Algebra Workshop
 Asperger's Syndrome
 Assistant Principal Apprentice Program
 Assistant Principal Leadership Seminar
 Breakdown Those Classroom Walls
 Collaboration Technology Tools
 Conscientious Classroom Management
 Differentiated Instruction for the Teenage Brain, Parts I & II
 Effective Teambuilding
 EL Workshop
 Equity & Diversity Training
 Gang Awareness
 Literacy Assessment
 Making Common Assessments Meaningful Using Edu-Soft
 Maximizing Student Access to Library Materials
 Outrageous Teaching!
 Papers, Papers, Papers -- Handling the Paperload
 PLC On-Site Training
 Poverty Training
 Principal Leadership Seminar
 ProACT Training & Refresher
 Rebels With Applause -- Motivating Reluctant Learners
 Special Ed in the Regular Ed Classroom
 Strategies for Great Teaching
 Stress Management
 Teachers' Toolbox
 Working and Communicating Effectively with Colleagues
 Working With Challenging Students, Parts I & II

Parent Involvement

Parent and community outreach and involvement are ongoing efforts at El Cajon Valley High School. Individual teachers communicate regularly with parents through phone calls, email, and teacher websites. Various clubs and programs host parent nights for updates and student recognition.

As a school, El Cajon Valley communicates with parents through a variety of venues: teacher phone calls home, email, automated phone calls, teacher web-sites, and written communication mailed home. El Cajon Valley High School has two Open Houses (one in the fall and one in the spring), that are designed for parents to meet the teachers and learn about the classes and expectations. Student achievement is highlighted

through the monthly Hall of Braves luncheons provided by our Culinary Arts program.

Students are nominated from each department for their excellence and invited to attend a luncheon in their honor with their parents.

A parent/community organization called English Learner Advisory Committee (ELAC) is very active on our campus. ELAC is composed of the parents of English learners. It meets every third Wednesday of the month with about 75-100 parents at each meeting. Parent and community leadership opportunities also include a well-attended PTSA Committee and an active School Site Council Committee.

Parent Institute for Quality Education - El Cajon Valley High hosts an annual Parent Institute for Quality Education. This is a nine week course for parents to help them understand all aspects of the high school experience. Parents who participate are honored with a certificate in a graduation ceremony at the conclusion of the program. This year, 100 parents completed the training program.

After meeting with the following parent groups: PTSA, School Site Council, ELAC, Parent Support Group and soliciting additional parent input through the parent email group list, the following parent involvement policy was developed and updated:

El Cajon Valley High School Parent Involvement Policy 08-09

Communication:

Provide home communication in a variety of media (phone calls, post mail, postcards, email, school website, home visits, flyers posted in complexes, churches, stores, etc.) and in key languages (English, Spanish, Arabic). Provide incentives for students to return information.

Improve the Parent Section on the school web site to include all important dates (student and parent activities) as well as information on all of the support programs and how to access them.

Schedule a planning meeting with representatives from all parent groups to avoid scheduling conflicts when possible.

Parent Outreach & Education:

Host fun, educational events on campus just to get parents and the community on campus to focus on the positive aspects of the school (math night, astronomy night, parent variety show).

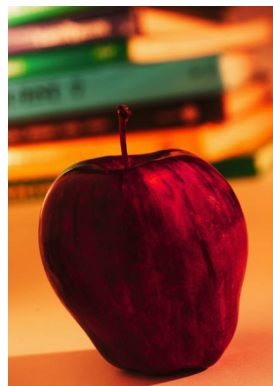
Create a parent-to-parent model of parent outreach and education.

Specific Parent Education Topics:

- ECVHS 101, school basics (Specific sessions for different language groups)
- Report Card 101, how to read and understand the report card
- Testing 101 – Standardized testing
- Student Support 101 – What is offered, how to access it, how to help your child succeed at school.
- Transcripts 101 – What does my child need to take to graduate and/or to go to college?
- College Preparation – Everything from applications to financial aid

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Principal's secretary, Lori Clark, at (619) 401-4712.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	24	26	24	43	44	47	43	46	50
Mathematics	16	17	17	22	23	29	40	43	46
Science	5	22	30	32	41	46	38	46	50
History/Social Science	16	17	22	32	37	43	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	24	8	33	17
American Indian	*	*	*	*
Asian	25	26	*	33
Filipino	47	19	*	36
Hispanic or Latino	23	16	29	22
Pacific Islander	*	*	*	*
Caucasian	26	21	28	25
Males	20	16	28	24
Females	29	18	31	21
Socioeconomically Disadvantaged	21	18	28	20
English Learners	7	12	12	9
Students with Disabilities	18	20	27	8
Migrant Education	*	*	*	*

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

Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.2%	23.5%	31.9%

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

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		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2004-2005
Year in PI (2009-10)	Year 1	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	20.00%

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 (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Adequate Yearly Progress

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. NCLB 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.

Results of school and district performance are displayed in the chart.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	2	2	2	
Similar Schools Rank	3	1	5	
All Students				
Actual Growth	-9	28	22	654
Socioeconomically Disadvantaged				
Actual Growth	-10	25	36	649
African American				
Actual Growth	-41	59	42	641
Hispanic or Latino				
Actual Growth	-5	25	17	633
Caucasian				
Actual Growth	7	28	28	688
Students with Disabilities				
Actual Growth	-1	41	28	501
English Learners				
Actual Growth	-14	15	44	617

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

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (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. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	30.4	49.9	48.6	38.9	54.6	52.9	35.4	51.8	52.0
Mathematics	41.2	55.8	49.9	39.6	55.7	51.3	47.6	58.4	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	64.7	23.9	11.4	52.4	37.7	10.0
Males	73.9	20.2	5.9	49.5	38.2	12.3
Females	56.2	27.4	16.4	55.0	37.2	7.8
African American	64.8	24.1	11.1	59.3	33.3	7.4
Hispanic or Latino	68.9	20.1	11.0	55.3	35.9	8.7
Caucasian	57.0	30.3	12.7	46.2	40.7	13.1
English Learners	71.3	20.9	7.9	55.7	34.9	9.4
Socioeconomically Disadvantaged	66.8	21.6	11.6	53.8	35.8	10.4
Students with Disabilities	89.1	6.5	4.3	78.7	19.1	2.1

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2008-09 school year in the 12th grade, the 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.

Completion of High School Graduation Requirements			
	School	District	State
African American	59.7%	*	*
American Indian	33.3%	*	*
Asian	72.7%	*	*
Filipino	100.0%	*	*
Hispanic or Latino	56.9%	*	*
Pacific Islander	75.0%	*	*
Caucasian	64.8%	*	*

* Data was not available at the time of publication.

Advanced Placement Classes

El Cajon Valley High encourages students to continue their education past high school. El Cajon Valley High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes		
	# of Courses	Enrollment
Social Science	2	118
English	1	84
Fine and Performing Arts	1	16
Mathematics	1	31
Totals	5	249
Percent of Students in AP Courses		2.4%

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

UC/CSU Course Completion

Students at El Cajon Valley High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	49.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	58.0%

* Duplicated Count (one student can be enrolled in several courses).

Dropout & Graduation Rates

El Cajon Valley offers a variety of programs for students to earn credits toward graduation and to prepare for life after high school. Students can take coursework in

the Career Pathways and Career Technical areas as well as honors and Advanced Placement. In addition, a variety of support programs exist during the day and after school to provide additional academic support to help students pass their courses and graduate.

Drop-out Prevention: ECVHS has a full-time Drop-out Prevention Specialist (DPS) who works closely with the Administration, Guidance Department and Family Resource Center to improve student attendance. Positive attendance incentives include daily attendance recognition ("Be in it to win it") monthly perfect student attendance luncheons, and quarterly attendance recognition. To address students with chronic attendance issues, the DPS participates in Academic Intervention Meetings, SST meetings, and Case Management meetings to coordinate efforts with other staff members. In addition, the DPS establishes attendance contracts and participates in the SART/SARB process. Home visits and daily phone calls are used as well.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	2.20%	2.80%	3.80%
Graduation Rate	99.40%	92.10%	83.20%

Career Technical Education Participation

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

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	871
What percent of the school's pupils complete a CTE program and earn a high school diploma?	64.1
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	15.8



Career Technical Education (CTE) Programs

At El Cajon Valley career/technical education provides opportunities for students to apply their learning and make it relevant to their personal goals for life after high school.

Vision: Career Technical Education engages all students in quality learning and teaching resulting in students mastering career and academic skills necessary to be productive and contributing members of the 21st century.

Mission: El Cajon Valley High School will deliver high quality programs endorsed by industry to prepare students for postsecondary success.

Career Technical Education (CTE) provides opportunities for students to apply their learning and make it relevant to their personal goals for life after high school. CTE allows students to prepare themselves for both college and career. Through counseling, every student at ECV develops an Individual Graduation Plan and a Post Secondary Plan. These plans encourage students to evaluate their own goals and interests and choose a CTE pathway of study. In addition, the Grossmont Union High School District is in the process of implementing CTE at all campuses. The district is constructing and modernizing all CTE facilities to meet industry standards for the 21st century.

Currently, there are three industry sectors of focus at ECVHS: Arts, Media & Entertainment, Finance & Business, and Manufacturing. Next year a Biotechnology Pathway will begin implementation under the Health, Science and Medical Technology industry.

The Arts, Media & Entertainment industry presently comprises three pathways: Media, Photography, and Video Production. The focus this year is professional development for all teachers in this industry sector. Next year these pathways will combine to form one pathway. These classes will be vertically aligned and integrated to some degree with core academic classes. This year an International Business Pathway was developed under the Finance & Business industry. The goal is to educate students in both global business and a world language. In addition to Spanish and German, ECV added Mandarin Chinese. Finally, there is a Welding Pathway under the Manufacturing industry. This year the welding teachers will begin collaborating with math teachers to align standards and integrate curriculum.

ECVHS has a site-level advisory board for each pathway. These boards provide technical assistance, grants and scholarships, curriculum reviews, guest speakers, mentors, internships, field trip opportunities, and updates on current labor market information. In addition, each ROP class has an ROP Advisory Board of practicing industry professionals that meets annually to review curriculum, update the staff on current labor market information and make recommendations on software and equipment purchases. Individual CTE classes have established relationships with business partners to serve as guest speakers, mentors and to provide field trip opportunities.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
General Business 1/2				
Virtual Enterprise 1/2/3				
Restaurant Services				
Graphics 1/2				
Printing and Graphics				
Video Production 1/2				
Video Production 3/4	El Cajon Valley High School			
Accounting 1/2				
Business and Computers				
Welding				
Photography 1/2				
Photography 3/4				
Video Production 5/6				
Exploring Technology				

Safe School Plan

El Cajon Valley High School prides itself on having a safe, clean, and orderly campus. Students are expected to behave as respectful individuals while at school and during extra-curricular activities. Teachers, Campus Supervisors, classified employees, and administrators hold the students accountable for their behavior.

Positive adult role models affect the climate of the school. Disciplinary consequences are firm and fair. A myriad of interventions is available to see that students experience meaningful consequences. Additionally, in accordance with the education code, all teachers are notified of student suspensions/expulsions as well as of student who have been arrested for crimes of a violent nature.

There are several district programs for students who are considered “first offenders” in breach of drug, alcohol, or violence policies. STEP (System to Encourage Peace) is a three-day program for students involved in a first fight. These students attend this training on Chaparral’s campus, the district’s alternative school site. Here, students receive training in conflict resolution and anger management. Days absent from El Cajon Valley are counted as field trip days, so a student is not liable for attendance. Students who are caught with controlled substances or are under the influence as a first offense attend the PATH (Pointing Adolescents Towards Health), a five-day intervention, is held at Chaparral High School, and also codes absences from El Cajon Valley as field trip days. PASS, a program for students who have completed the PATH Program but have been caught a second time under the influence of a controlled substance or alcohol.

The Grossmont Union High School District employs the services of Interquest Canine Detection, an organization that trains and employs dogs as sniffing agents for alcohol, tobacco, drugs, or weapons. A full-time School Resource Officer employed by the El Cajon Police Department conducts investigations, participates on the school safety committee and assists in the coordinating and conducting emergency drills. The police department has filed El Cajon Valley’s emergency plan and building configurations so they can then be immediately accessed should a situation arise.

(Please refer to the School Safety Plan for complete details.)

School Facilities

El Cajon Valley was originally constructed in 1954 and is comprised of 94 classrooms, 1 gym, 1 multipurpose room/student center, 1 library, 1 staff lounge, 7 computer labs, and 1 baseball, 1 softball, 1 stadium for football/soccer/field hockey and track, and a practice field to accommodate our extra and co-curricular programs. Remodeling has included complete retrofitting of infrastructure (water, sewer, power and I&T), new bleachers and modernization of restrooms in the gym, new landscaping of our quad area including a shade structure in the lunch area, remodeling of classroom buildings to include heating/air conditioning and upgraded technology.

Cleaning Process: The Manager School Facilities works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide or a clean and safe school.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Technology:

El Cajon Valley is committed to providing student access to technology on our campus. Many students do not have access to computers at home, yet they are required to do research, write reports and essays (word-processed with spreadsheets and graphs) and produce presentations on PowerPoint. Students save their work on the network storage and access it from networked computers anywhere on campus. They are taught basic technology skills including word processing, information literacy, presentation skills, spreadsheet skills, Internet and email skills, and use of courseware (curriculum) specific software. These are skills needed to meet standards and for success in school as well as in the workplace. The computers labs on campus are fully utilized as seen the usage charts. In spite of that, we are constantly looking for ways to increase access to the labs. The site is in the process of updating the technology plan.

School Facility Conditions				
Date of Last Inspection: 11/19/2010				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Girls PE - thermostat missing. Boys PE - Clothes dryer not vented. Custodial Office at 611 - Exhaust fan noisy.
Interior		X		Girls PE - hole in the wall above the low voltage panel in the corridor, ceiling tile hanging. Coaches Office - Ceiling tiles missing. Kitchen Exterior RR - Peeling paint and wall damage above the terrazzo. Kitchen - Wall damage at the corners, concrete tile/transition loose - trip hazard, wall/base damage at elec. Panels. Cafeteria - Walls at doors - plaster patch incomplete. Room 901 - Ceiling tiles hang/missing. Room 903 - Numerous ceiling tiles missing, flooring damaged. Room 904 - Numerous ceiling tiles missing, flooring damaged. Theatre - Wall damage at upper wall. Concession in the theatre - Ceiling tiles missing. Boys PE - Ceiling tiles missing/hanging. Weight Room - Large hole in the ceiling in the south corridor, ceiling tiles missing/hanging, large hole in the dividing wall. Library - Carpet frayed, trip hazard. Room 315 Learning Lab - Stained ceiling tiles. IT Tech - Damage at the north and south walls. Bldg 200 Girls RR - Damage at the drinking fountain wall. Room 200 Boys RR - Graffiti on the ventilation wall. Bldg 300 Boys RR - Horizontal crack in the ceramic tile above the sinks. Room 301 Science Prep - Ceiling tiles missing. Room 407 Art - Ceiling tiles stained/missing, floor damaged at the tile/terrazzo. Room 402 - Graffiti on the corridor walls. Room 412 - Stained ceiling tiles. Room 501 - Stained ceiling tiles. Custodial Office at 611 - Severe cracks in the ceiling, plaster damage at the exterior door. Room 611 - Ceiling tile sagging. Room 601 - Carpet frayed - trip hazard. Room 604 - Hole in the carpet at east door. Room 607 - Stained ceiling tiles. Bldg 700 Odd Lounge - Ceiling tiles missing.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			Room 903 - Room cluttered and dirty. Room 904 - Room cluttered and dirty. Bldg 600 Girls - Wall base loose at the corridor, carpet damaged at the corridor. Room 703 - Stained ceiling tiles in the office.
Electrical		X		Guidance Center - 3 lights out. Gym - Panels blocked in west elec. Rm. Girls PE - 2 lights out in the PE attendants office. Boys Coaches Office - 2 Lights out, light switch loose. Football Office - 1 Light out, switch plate cover missing. Library - Light switch in IT defective, 8 lights out in the library, light out in the office. Room 315 Learning Lab - 2 Diffusers missing, 1 light out. IT Tech - Light switch cover plate missing. ASB - 2 Lights out in the large room. Room 307 - 4 Lights out. Room 301 Science Prep - 4 Lights out, diffuser hanging. Room 310 - 1 Light out. Room 409 Dark Room - 2 Diffusers missing in the corridor. Room 400 - Light diffuser hanging in the office. Room 408 - 2" X 4 J-box cover missing at the ceiling. Room 417 Book Storage - 2 Diffusers missing. Custodial Office at 611 - 2 Diffusers missing. Room 611 - Diffuser missing. Room 613 - 1 Light out. Room 614 - Steel ramp not grounded. Room 618 - Steel ramp not grounded. Room 619 - 1 Diffuser cracked. Room 604 - Fire extinguisher out of day (2008). Room 607 - 3 Diffusers missing. Room 706 - 1 Wire diffuser missing. Room 1104 - 1 Light out. Room 1105 - Switch plate cracked. Room 1107 - 2 Lights out. Room 1109 - 2 Lights out, 1 diffuser cracked.
Restrooms/Fountains	X			Office - 1 exterior drinking fountain low pressure. Room 901 - Drinking fountain low pressure. Boys PE - Exterior drinking fountain overpressure, 1 faucet loose. Football Team Room - Drinking fountain low pressure. Room 606 - 1 Corridor drinking overpressure spilling on carpet. Bldg 500 Boys RR - Mirrors missing - remaining brackets are a safety hazard.
Safety (Fire Safety, Hazardous Materials)	X			Room 800 - No fire extinguisher. Theatre - Excessive combustibles and paint stored backstage. Room 103 - Fire extinguisher out of date (2008). Room 306 - Fire extinguisher missing. Room 402 - Fire extinguisher missing. Room 607 - Fire extinguisher missing. Room 705 - Fire extinguisher missing. Room 1105 - Fire extinguisher missing. Kitchen Exterior RR - Peeling paint and wall damage above the terrazzo. RR - Boys and girls - peeling paint above terrazzo. Bldg 600 Girls - Peeling paint on the walls. Room 640 Welding - Peeling paint at ceiling and skylights. Bldg 700 Odd Girls RR - Peeling at walls.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Elec at Girls PE - Severe trip hazard at the concrete/steel valut north of the bldg. Elec at Girls PE - Door louvers damaged. Boys Coaches Office - Small storage door damaged, door in corridor damaged. Weight Room - Broken glass in the north door. Library - Dog house door louvers damaged. Room 706 - Storage room door damaged.

District Revenue Sources

Federal Programs

ASSETS – 21st CCLC After School Safety and Enrichment for Teens. Funds after school enrichment programs for students and parent education activities

CARL PERKINS The purpose of Perkins is to provide individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. Perkins supports career and technical education that prepares its students both for postsecondary education and the careers of their choice. (Used to support Business, Media, and Telecommunications Pathways)

GEAR UP - This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP funds are also used to provide college scholarships to low-income students. (Used for director's salary, students services including tutors, data evaluation, PIQE, supplies, TAs, field trips, incentives, PSAT , college preparation activities)

*TITLE I: SCHOOL WIDE PROGRAM - Upgrade the entire educational program of the school. The purpose of Title I funding is to "ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state assessments."

State Programs

Arts & Music Block Grant - May be used for the following purposes:

Implementing or increasing staff development opportunities, as necessary to support standards-aligned dance, music, theatre, and visual arts instruction, hiring of additional staff, or purchase of new materials, books, supplies, and equipment

AVID - Designed to increase school-wide learning and performance and to ensure that all students, most especially the least served students in the middle, are capable of completing a college path.

CAHSEE - Funding supports intensive instruction and services for eligible students in the class of 2007 and the class of 2008 who are required to pass the California High School Exit Examination (CAHSEE) and have failed one or both parts of the examination. Intensive instruction and services may include, but are not limited to, all of the following: individual or small group instruction; the hiring of additional teachers; purchasing, scoring, and reviewing diagnostic assessments; counseling; designing instruction to meet specific needs of eligible pupils; and appropriate teacher training to meet the needs of eligible pupils. (Used to fund CAHSEE support classes and support materials)

*ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM - "Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds, kindergarten through grade twelve, to support (1) additional programs and services for English learners (ELs) and (2) compensatory education services for educationally disadvantaged students, as determined by the LEA applicant. A school shall use EIA funds to support programs and activities designed to assist English learners achieve proficiency in the English language and to support programs and activities designed to improve the academic achievement of educationally and economically disadvantaged pupils. EIA-LEP is for ELs only (Used to fund EI Coordination, Instructional Aides, Materials/Supplies, postage, parent meetings and Professional Development for English Learners)

*ECONOMIC IMPACT AID/SCE – EIA-SCE Helps educationally disadvantaged students succeed in regular program (Used to fund Instructional Aides for English Learners)

*GATE - Provides funding for local educational agencies (LEAs) to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools who have been identified as gifted and talented. Used for conferences, books, field trips ,admissions, materials, and supplies

HOURLY PROGRAMS – funds academic support classes and tutorials in before and after school programs

Instructional Materials Block Grant – funds must be spent on locally adopted standards-aligned instructional materials and in-service training related to use of instructional materials.

MAA - Funds generated through the MediCal Billing and enrollment process. Used to fund Case Managers in Family Resource Center.

*QEIA – Quality Education Investment Act Grant – used to support ECVHS' QEIA Alternative Plan

SAFE SCHOOLS -Used to fund safety supplies and communication

Supplemental School Counseling Program (799) - Provides \$200 million to increase the number of counselors available for students in grades 7-12. Ongoing funding. Funds 2 counselors.

10th GRADE COUNSELING The purpose of this program is to ensure that every student, upon reaching age 16 or prior to the end of the tenth grade, receives a review of academic progress and counseling related to educational options.

TUPE - Tobacco Use/ Prevention Education Grant (.15 FTE to TUPE Coordinator for 3 years) Remainder materials, supplies, registrations to support program.

District Expenditures

Grossmont Union High School District spent an average of \$9,441 to educate each student, based on 2008-09 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,441
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$41,911	\$42,810
Mid-Range Teachers	\$65,864	\$69,375
Highest Teachers	\$87,718	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$125,279	\$126,901
Superintendent	\$240,000	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.7%	37.3%
Administrative Salaries	5.7%	5.2%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on financial statements.

Average Teacher Salaries	
School & District	
School	\$69,856
District	\$68,475
Percentage of Variation	2.01%
School & State	
All High School Districts	\$68,332
Percentage of Variation	2.23%