



Duarte High School

2011-2012 School Accountability Report Card

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Principal's Message

Duarte High School is an exemplary learning environment comprised of talented teachers, committed support staff, dedicated administrators, loyal parents, a generous community and Fantastic Falcon Students. All of our stakeholders strive to provide Duarte High School with the resources, strength and opportunities' necessary to create "Shoulder-Tapped Graduates". Our goal is for each senior to be recruited after their graduation; whether it is a four-year college, a culinary arts program or an art institute, we expect our learners to be sought after. Connecting children with their passion is the driving force of our school.

In order to prepare our learners for college and career, we offer the Advanced Placement Program (AP), Advancement Via Individual Determination (AVID) and Regional Occupational Program (ROP). In addition, our Early College Program with Citrus Community College is a unique opportunity. The program blends high school and college in a rigorous, yet supportive cohort program enabling a student to complete a high school diploma and up to 37 college credits simultaneously. This one-of-a-kind collaboration is a clear example of the vision of the Duarte Unified School District.

Duarte High School believes in equipping our learners with the 21st century learning skills: collaboration, creativity, communication and critical thinking. Offering a rigorous curriculum, establishing high expectations, and providing real-world experiences creates an environment that challenges students to reach their full potential. Through partnerships with the City of Hope, Cal Tech and JPL, we offer our students experiential opportunities from world-renowned organizations. In accordance with the Duarte Unified School District vision, we strive to prepare our learners for the ever-changing global economy.

Every member of our school community from our office staff, custodians, administrators, cafeteria staff, teachers, instructional aides, health clerk, librarian, textbook staff, security, ROP staff, and counselors develop and nurture relationships with our children. We believe that our diverse community is foundational to our continuing achievement. It is the commitment from our entire district from pre-K to 12th grade to provide our students the essential skills, knowledge and inspiration for success in career and life.

Mission Statement

Duarte High School will provide a caring and respectful environment for students that ensures high student achievement in all subject areas.

Parent Involvement

Parents and the community are very supportive of the educational program and activities at Duarte High School. Duarte High School maintains School Site Council, an English Learner Advisory Committee (ELAC), a PTA and athletics/band parent clubs.

Throughout the year, events and meetings are held which provide parent participation opportunities. These events include Back- to-School Night, Open House, College Night, two parent nights for financial aid, 8th , 9th, 10th, 11th and, 12th grade parent nights, AP and Honors parent meeting night and 10th Grade Counseling. Parents are notified of student progress eight (8) times a year. Yearly needs assessments are taken to survey parent concerns regarding the appropriateness and effectiveness of our programs. All parents are encouraged to become more involved in the total school program.

School Profile

Duarte High School was opened in September 1957. When you arrive on campus, you cannot help but notice the beautiful setting. The school is nestled near the base of the foothills of the San Gabriel Mountains, offering a splendid panoramic view. The facilities at Duarte High School encompass an administrative center, a library/media center, a career center, a performing arts center, gymnasium, an upgraded athletic stadium, a new visual/performing building and 54 regular classrooms. There are now five computer labs located throughout the school, and all classrooms are networked to the district, all other schools, and the Internet. Our newly updated classrooms and facilities provide students with a first-rate learning experience.

There are many qualities that set DHS apart from other high schools. First, we are proud of our rich cultural heritage and dynamic ethnic diversity. DHS has an ever-changing student population. Our ethnic and cultural diversity has mirrored the changing population of Southern California.

In 1989, with the move of our intermediate school to an adjoining campus, the district developed an Educational Park concept. Duarte High School and Northview Intermediate School share facilities. Advanced students from the intermediate school can take classes at the high school while performing arts programs can share students from both schools.

Every student is held to the high expectations expressed in our mission statement, our ESLRs, and the California State Standards. The focus of the high school is to produce students who are ready academically, socially, and emotionally to move on to a higher education or to a career and to be recruited or as we like to call it- "shoulder-tapped graduates".

DHS also benefits from the support of its parents and the community. Community partnerships have greatly enhanced the programs and services we offer to all students. We work closely with the City of Hope to provide opportunities for our students to work with world-renowned scientist through grants and partnerships. Through collaboration with the City of Duarte and America's Promise, we host a regional college fair, Career Day, and Job Shadowing Day.

We also offer an Early College Program where students can apply to be dual enrolled at DHS and Citrus College earning 37 college semester units upon graduation.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	7.3%
American Indian	0.2%
Asian	3.8%
Filipino	4.3%
Hispanic or Latino	73.1%
Pacific Islander	-
White	10.1%
Two or More	1.3%
None Reported	-

Discipline & Climate for Learning

Students at Duarte High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Duarte High discipline program is to prepare students for positive citizenship in a democratic society. Parents and students are informed of school rules and discipline policies through the Parent Handbook, which is given to students/parents at registration. The Falcon "Code of Conduct" is also given to students the first week of school in a classroom meeting with an administrator. The suspensions and expulsion table illustrates total cases for the last three years, as well as, a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	239	92	137	428	125	196
Suspension Rate	20.4%	7.9%	11.4%	34.4%	10.0%	15.4%
Expulsions	4	0	2	7	0	2
Expulsion Rate	0.3%	0.0%	0.2%	0.6%	0.0%	0.2%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Anime, Art, Asian, Journalism, Poetry, Math, Paintball, Skills USA, Social Xchange, Solar Boat, TEAM Green Black Student Union, CSF, DART, La Vida Nueva, Drama, Falcon TV, Happy Feet, Fellowship of Christian Athletes, Interact, International Club, Yearbook, Key Club, Fashion Club, Food 4 Thought, Youth to Youth, AVID, Gay-Straight Alliance, Multicultural Club Leadership and the Classes of 2013-2016.

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: Baseball, Softball, Boys/Girls Basketball, Boys/Girls Soccer, Boys/Girls Tennis, Swim, Cross Country, Track and Field, Football, Volleyball, Golf and Wrestling. Duarte High School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during Academic Awards Assembly, Renaissance Rallies, and Principal Honor Roll.

Enrollment By Grade

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

	Enrollment Trend by Grade Level		
	2009-10	2010-11	2011-12
8th	-	7	1
9th	305	317	316
10th	326	300	317
11th	258	307	271
12th	281	231	295

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from paraprofessionals as well.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
10	11	12	10	11	12	10	11	12	10	11	12	
By Subject Area												
English	30	32	33	2	4	5	17	5	8	16	24	23
Mathematics	24	30	30	2	6	6	17	6	9	10	20	16
Science	26	32	32	2	3	3	13	5	7	14	20	19
Social Science	31	29	28	1	5	8	15	7	4	17	12	18

Dropout & Graduation Rates

Duarte High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Summer School, Directed Studies, and CAHSEE Intervention.

Our CAHSEE intervention class is offered within our master schedule as well as after school and summer school for students who have not passed or whose CST test scores indicate intervention is recommended. Falcon mentors are provided for 9th grade students through their Life Skills class. These mentors provide academic and social support for incoming students with the goal of promoting credit current Freshmen students.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	08-09	09-10	10-11
Dropout Rate	1.10%	2.90%	3.00%
Graduation Rate	95.57%	95.67%	96.97%

Safe School Plan

Safety of students and staff is a primary concern at Duarte High. The school is in compliance with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was reviewed in January, 2012 by parents, classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a semester basis during the school year. There is a designated area for student drop off and pick up.

School Facilities

Duarte High School was originally constructed in 1959 and is comprised of 50 classrooms, one gym, one cafeteria, one library, one staff lounge, and four computer labs. Recent remodeling included renovation of the gym and modernizing of the football stadium. Cleaning and Maintenance Process: The principal works daily with the custodial staff that includes five full-time and two part-time custodians to ensure that the cleaning of the school is maintained and to provide a clean and safe school. 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 are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Teacher Assignment

Duarte Unified recruits and employs the most qualified credentialed teachers.

School Facility Conditions				
Date of Last Inspection: 08/03/2012				
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			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Light tubes out
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Fire extinguisher out of date
Structural (Structural Damage, Roofs)	X			evidence of a possible roof leak at 500 building.
External (Grounds, Windows, Doors, Gates, Fences)	X			

Teacher Credential Status				
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	43	39	42	157
Without Full Credentials	0	4	1	12
Working Outside Subject	0	0	0	0

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.

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

Misassignments/Vacancies			
	10-11	11-12	12-13
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

Highly Qualified Teachers (School Year 2011-12)

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.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Staff Development

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. AVID teachers participate in several LACOE sponsored workshops. Advanced Placement (AP) teachers attend College Board training. The district has dedicated three days to staff development annually. As a result of a district-wide Technology initiative, all teachers participate in SMART Board training during Early Release days. Our senior English teachers have had extensive training in the Expository Reading and Writing Course (ERWC), a full-year college preparatory English course for high school seniors.

At Risk Interventions

Duarte High provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of not passing the CAHSEE. Intersession courses are offered during summer vacation periods when necessary. Other intervention programs offered at Duarte High include after school homework help and Directed Studies (a credit retrieval program) and student-led Kiosk Tutoring.

Counseling & Support Staff (School Year 2011-12)

It is the goal of Duarte High to also assist students 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 with handling peer pressure. The counselor to pupil ratio is 1:400. Counselors meet with each student grades 9-12 at least twice a year, and at least once with parent and student. In addition to the regular counseling staff an Educational Support Specialist (ESS) is assigned to Duarte High School. The ESS is responsible for meeting, monitoring and providing assistance for students with attendance, academic and social problems which may place them at-risk of not graduating from high school. The table lists the support service personnel available at Duarte High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	3	3
Adaptive PE Specialist	1	.50
Aides for Learning Handicapped	5	3
Bilingual Instructional Assistant	1	.75
District Nurse	1	1
Health Clerk	1	.375
Librarian/library media teacher	1	1
Resource Specialist	1	1
ROP Guidance Technician	1	1
School Psychologist	1	.50
Severely Handicapped Assistant	2	2
Special Education Teacher	5	5
Speech and Language Specialist	2	.50

English Language Learners

Duarte High offers our English Language Learner (ELL) students the assistance through the following programs: Structured English Immersion (SEI), English Language Development (ELD), Bilingual Instructional Aides, and CLAD certified teachers.

GATE

Differentiated instruction is the hallmark of an effective classroom. DUSD teachers, in their never ending quest for excellence, have been trained to meet the unique needs of their students with the use of varied and unique instructional methods. Teachers have gone through specific professional development to sensitize them to the needs of their gifted students in their everyday lesson design and delivery.

At the intermediate and secondary levels, gifted and high achieving students participate in honors classes, and a host of advanced placement classes in math, language arts, art and social science.

Students at the intermediate level are clustered for specially designed classes and at the high school, the open enrollment policy, allows for access to all students that desire the opportunity to participate in the most "rigorous and challenging" curriculum available.

Instructional Materials (School Year 2012-13)

Duarte Unified held a public hearing on October 11, 2012 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California 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 table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Foreign Language	Cheng & Tsui	2012	Yes	0.0%
9th-12th	Foreign Language	DC Heath	1995	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2003	Yes	0.0%
9th-12th	Health	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Mathematics	Holt	2008	Yes	0.0%
9th-12th	Mathematics	Pearson/ Prentice Hall	2008	Yes	0.0%
9th-12th	Reading/ English	Holt, Rinehart & Winston	2002	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/ History	Pearson/ Prentice Hall	2006	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public library located in the city of Duarte, which contains numerous computer workstations.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

Subject	California Standards Test (CST)								
	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	50	47	48	51	50	54	52	54	56
Mathematics	19	18	23	47	45	49	48	50	51
Science	41	49	43	44	55	53	54	57	60
History/Social Science	52	44	47	47	44	45	44	48	49

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

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	54	49	53	45
School	48	23	43	47
African American/ Black	48	21	13	32
American Indian	*	*	*	*
Asian	69	44	69	63
Filipino	74	44	62	80
Hispanic or Latino	45	19	42	45
Pacific Islander	*	*	*	*
White	53	30	44	53
Males	42	19	39	53
Females	54	26	46	41
Socioeconomically Disadvantaged	43	20	37	43
English Learners	12	11	10	12
Students with Disabilities	21	13	13	29
Migrant Education	53	26	*	*
Two or More Races	*	*	*	*

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

Adequate Yearly Progress (School Year 2011-12)

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's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

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

Federal Intervention Program (School Year 2012-13)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2012-2013
Year in PI (2012-13)	-	Year 1
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	50.00%

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. 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	5	6	4
Similar Schools	7	9	5
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	39	-20	17
Hispanic or Latino			
Actual API Change	36	-12	20
Socioeconomically Disadvantaged			
Actual API Change	50	-18	19
English Learners			
Actual API Change	22	11	16

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	835	747	2,848	784	4,664,264	788
Black or African American	64	687	186	736	313,201	710
Asian	36	821	102	874	404,670	905
Filipino	39	864	141	901	124,824	869
Hispanic or Latino	605	738	2,099	770	2,425,230	740
White	82	770	258	826	1,221,860	853
Socioeconomically Disadvantaged	542	729	2,001	763	2,779,680	737
English Learners	253	656	1,010	726	1,530,297	716
Students with Disabilities	95	506	381	620	530,935	607

Physical Fitness (School Year 2011-12)

In the spring of each year, Duarte Unified schools are required by the state to administer a physical fitness test to all students in grade five, seven and 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			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.9%	31.1%	47.0%

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

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 for All Grade Ten Students									
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	54.0	53.0	54.0	56.0	55.0	59.0	52.0	50.0	56.0
Mathematics	51.0	51.0	54.0	55.0	54.0	56.0	57.0	56.0	58.0

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	50.0	26.0	24.0	44.0	41.0	15.0
All Students School	48.0	27.0	24.0	43.0	41.0	15.0
Male	58.0	26.0	16.0	46.0	39.0	15.0
Female	38.0	29.0	33.0	46.0	39.0	15.0
African American	67.0	19.0	14.0	81.0	14.0	5.0
Asian	31.0	15.0	54.0	23.0	38.0	38.0
Filipino	42.0	8.0	50.0	8.0	46.0	46.0
Hispanic or Latino	49.0	31.0	20.0	44.0	41.0	14.0
White	38.0	24.0	38.0	35.0	56.0	9.0
English Learners	94.0	3.0	3.0	75.0	22.0	3.0
Socioeconomically Disadvantaged	58.0	25.0	17.0	47.0	39.0	14.0
Students with Disabilities	84.0	16.0	-	76.0	19.0	5.0

Completion of High School Graduation Requirements – Class of 2012

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 2011-12 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
All Students	99.0%	94.0%	*
Socioeconomically Disadvantaged	99.0%	99.0%	*
African American/Black	100.0%	100.0%	*
Asian	87.5%	87.5%	*
Filipino	100.0%	100.0%	*
Hispanic or Latino	99.3%	99.1%	*
White	100.0%	96.7%	*
English Learners	99.0%	99.0%	*
Students with Disabilities	100.0%	100.0%	*

* Data was not available at the time of publication.

Advanced Placement Classes (School Year 2011-12)

Duarte High encourages students to continue their education past high school. Duarte 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. Courses Offered include, English 11AP, English 12AP, Biology AP, Physics AP, Chemistry AP, Statistics AP, Calculus AB AP, Calculus BC AP, World Civilizations AP, US History AP, Government AP, Studio Art AP, Spanish AP and French AP.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	1
Computer Science	-
English	2
Foreign Language	1
Mathematics	2
Music	-
Science	2
Social Science	3
Totals	11
Percent of Students in AP Courses	20.3%

UC/CSU Course Completion

Students at Duarte 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 of "C" or higher.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	96.2%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	41.0%

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

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

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

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

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

Career Technical Education Participation (School Year 2011-12)

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?	754
What percent of the school's pupils complete a CTE program and earn a high school diploma?	100.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	95.0

Career Technical Education (CTE) Programs (School Year 2011-12)

Duarte High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Duarte High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: career exploration (Choices), career focused field trips and an ROP sponsored career day.

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
Woodshop I	DHS	This course supports student achievement by integrating core skills in a career technical setting.	All students meet with counselors the summer before their freshman year and create a four-year plan which includes a career pathway.	Courses are evaluated for effectiveness through administrative monitoring and evaluation, A-G completion, CTE pathway completion and enrollment.
Woodshop II				
Computer Aided Drafting				
Airbrush Design	ROP			
Culinary Art I				
Culinary Art II				
Law Enforcement				
Office Management				
Office Management II				
Video Production				
Video Production-Intermediate				
Graphic Design				
Web Design				
Business ROP				
Retail Sales				

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Duarte High at (626) 599-5702

Data Sources

Data within the SARC was provided by Duarte Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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

School Site Teacher Salaries (Fiscal Year 2010-11)

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 2010-11 financial statements).

Average Teacher Salaries	
School & District	
School	\$63,815
District	\$66,918
Percentage of Variation	-4.64%
School & State	
All Unified School Districts	\$62,892
Percentage of Variation	1.46%

Teacher & Administrative Salaries (Fiscal Year 2010-11)

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		
2010-11		
	District	State
Beginning Teachers	\$44,000	\$38,725
Mid-Range Teachers	\$63,627	\$59,717
Highest Teachers	\$84,000	\$77,957
Elementary School Principals	\$100,841	\$95,363
Middle School Principals	-	\$98,545
High School Principals	\$117,771	\$107,031
Superintendent	\$196,650	\$149,398
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.7%	37.9%
Administrative Salaries	6.7%	6.0%

District Expenditures (Fiscal Year 2010-11)

Duarte Unified spent an average of \$6,016 to educate each student, based on (2010-11 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	\$5,647
From Supplemental/Restricted Sources	\$1,297
From Basic/Unrestricted Sources	\$4,350
District	
From Basic/Unrestricted Sources	\$5,139
Percentage of Variation between School & District	-15.35%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-20.25%

District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, Duarte High receives state and federal funding for the following categorical funds and other support programs: EIA-LEP