



**Stockdale High
School Accountability Report Card (SARC)
Year 2007-08
Published during 2008-09**



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Stockdale High	District Name	Kern Union High
Street	2800 Buena Vista Rd.	Phone Number	661-827-3100
City, State, Zip	Bakersfield, CA 93311-9791	Web Site	www.khsd.k12.ca.us
Phone Number	661 665 2800	Superintendent	Dr. Don Carter
Principal	Ramon Hendrix	E-mail Address	dcarter@khsd.k12.ca.us
E-mail Address	rhendrix@khsd.k12.ca.us	CDS Code	15-63529-1530344

School Description and Mission Statement (School Year 2007-08)

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

Stockdale High School (StHS) is one of 16 comprehensive high schools in the Kern High School District. The district encompasses 2,813 square miles, serving over 35,000 students, and is the largest 9-12 high school district in California. In 2007, Stockdale High School was selected as a California Distinguished School. StHS serves a middle class suburban community in southwest Bakersfield of 2,556 students. The student population at StHS includes a variety of academically, culturally, and physically diverse individuals. In addition to providing a strong college and vocational preparation, StHS offers the following academic programs: English Learners (EL), Resource Specialist Program (RSP), Severely Developmentally Delayed (SDD), Special Day Class (SDC), Gifted and Talented Education (GATE), Honors, Advanced Placement (AP) classes, Virtual Enterprise, and the Medical Academy of Stockdale High (MASH).

StHS offers and supports programs for students preparing for the workforce or trade schools through on-campus Regional Occupational Program (ROP) courses. The Financial Services Program offers courses which, in conjunction with Kern Schools Federal Credit Union, operate an on-campus, full-service credit union run by students. MASH is a four-year California Partnership Academy that prepares students for a wide variety of post-secondary medical-related choices ranging from employment as a veterinary assistant to participation in university pre-med program. The Virtual Enterprise program works within a network of partner programs nationally and operated a virtual business of the students choosing. In addition there are Graphic Arts, Agriculture, and Business pathways. These programs have been developed to meet the educational and career needs of all students. StHS offers 12 Advanced Placement (AP) courses including U.S. History, U.S. Government, European History, Biology, Environmental Science, English Language, English Literature, French Language, Spanish Language, Spanish Literature, Calculus AB, Statistics, and Computer Science. Attendance reports indicate that StHS has the highest rate of student attendance in the district.

StHS offers specialized support services to all students. Peer and career counseling, tutorial services, conflict mediation, student ambassador program, tobacco cessation opportunities, community counseling, and probation services to name a few. Students and faculty are also involved in numerous community service activities which include, Adopt-A-Star (Gifts for needy children) and annual drives through our Stockdale Cares program (including backpack, blankets, shoes and coats) providing for needy groups in our community. In addition there are several dozen co-curricular and extra-curricular opportunities available to students. Athletic sports, Drama, Vocal, Instrumental Music, Dance, Student Government, Color Guard, Forensics, Journalism, Yearbook, Science Bowl, Mock Trial and Academic Decathlon enlist more than 800 students. Since its opening in 1991, Stockdale High school has established a long standing tradition of being a leader in Kern County through its commitment to providing a comprehensive and challenging educational environment through strong academic programs, athletic achievement, and service to community with continual parent and student involvement.

Stockdale High is, first and last, a community. Our Vision Statement; our ESLRs, "The Making of a Mustang;" and our Single Site Plan are as much the product of that community as is our stadium – crafted and hand-built by administrators, teachers, students, and parents working side by side, year by year through the Site Council, Parent Organization Supporting Student Education, Medical Academy Advisory Council, the Instructional Cabinet, and all departments. These documents embody the original vision of the school from our opening in 1991, through the promulgation of the California State Standards and Frameworks, to the adoption of benchmarked performance levels that trace each student's progress toward passing the CAHSEE and graduation. That vision has always placed development of the total individual at its very center, emphasizing the "effective communication" and "awareness of self and community," especially "appreciating cultures and respecting diversity," as well as "academic preparation" and "technological competence." Our ongoing review and implementation of that Vision Statement and ESLRs reflects the insights we have gleaned from evolving research as presented to all departments by the California Professional Development Institute, the Reading Institute for Academic Preparation, the California Association of Teachers of English, the National Council of Teachers of Math, Second Language Instruction for the County of Kern, the National Science Teachers Association, and many others.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Roger Sanchez

Contact Person Phone Number: 661-665-2800

School Site Council

The committee meets regularly. Parents are nominated and then elected for the Site Council at the StHS "Parent Night" hosted in early September. Parents serve two-year terms and the Council functions as an advisory group with representatives from the entire school community including, students, teachers, staff, and administration.

Parent Boosters (POSSE)

The parent organization, known as the POSSE (Parent/guardian Organization Supporting Student Education) meets monthly. The parent group provides supplemental funds (approximately \$60,000 a year) and volunteers to support academic, co-curricular and extra-curricular programs through several fundraising activities like the annual Black and Silver Celebration, the annual reverse drawing, and the on-going script program. In addition, they support a scholarship program for graduating seniors by matching faculty contributions.

Band Boosters

Band Parents organize and plan fund raising events for students involved in Band. The Band boosters also plan and organize support for the band competitions and field trips.

Athletic Boosters

The Athletic Boosters support the athletic teams in a variety of activities. Activities include dinners, fundraisers, and travel needs for our student-athletes.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	706
Grade 3	0	Grade 10	632
Grade 4	0	Grade 11	643
Grade 5	0	Grade 12	644
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2625

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	8.84%	White (not Hispanic)	46.17%
American Indian or Alaska Native	0.99%	Multiple or No Response	0.27%
Asian	11.16%	Socioeconomically Disadvantaged	17.00%
Filipino	3.12%	English Learners	2.00%
Hispanic or Latino	28.99%	Students with Disabilities	5.00%
Pacific Islander	0.46%	n/a	n/a

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.3	39	38	26	27.0	27	54	22	26.8	41	37	25
Mathematics	29.2	25	20	36	28.5	22	38	23	28.4	36	16	35
Science	30.5	4	37	28	30.8	4	40	26	31.6	0	37	33
Social Science	26.7	14	34	8	31.2	4	30	31	31.7	3	24	30

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Stockdale has a comprehensive safety plan outlining procedures for staff members and students in emergency situations. Local agencies (Fire, Police, and Sheriff) have access to campus maps, emergency exits, and other information to ensure a complete and appropriate response in emergency situations. Stockdale enjoys a school climate that is comfortable, friendly and student supportive. In the classroom, teachers provide a supportive environment that is conducive to learning. The Dean of Students, along with ten staff members handle all discipline and attendance problems and are guided by the State Department of Education and Kern High School District codes. Good student behavior is a high priority supported by staff and parents. Clearly defined, school-wide cut and tardy policies are enforced by staff. Appropriate measures (counseling, suspension, expulsion and other options) are undertaken, when necessary, to assure the safety and security of all students. Five campus supervisors assist a campus police officer in this effort. A part-time Probation Officer provides valuable support assistance to staff and is available to meet with students. Parents are notified when their student violates a school rule that results in suspension. For lesser offenses, Stockdale offers Saturday work program or after school detention in place of suspension.

Suspensions and Expulsions

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	37.7	53.3	59.9	41.7	43.0	51.0
Expulsions	3.7	4.4	3.4	5.5	5.2	5.7

Date School Safety Plan last reviewed: 8/20/2008

IV. School Facilities

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Planned Improvement

Stockdale High opened in the fall of 1991. Stockdale is built on 47 acres and consists of 15 separate buildings with 58 standard classrooms, 5 special education classrooms, 10 science labs, 12 portable classrooms, 7 computer labs, 9 computer mini-labs, an Industrial Technology building, Library Media Center, cafeteria, gymnasium, performing arts auditorium and multi-purpose stadium. The campus is clean, safe, and adequate for teaching and learning. The physical facility (restrooms, floors, walls, roof, plumbing, and electrical systems) is in excellent condition and provides a suitable learning environment for students. District and site maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Assistant Principal of Administrative Services works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Because of the current enrollment every available classroom is in use, teachers are sharing classrooms, portables have been installed and many teachers are teaching on extended day assignments.

Some of the Deferred Maintenance

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district budgeted \$4,846.423 for the deferred maintenance program. This represents 1.4% of the district's general fund budget.

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	Yes			
Mechanical Systems		Yes		HVAC system issues faults randomly throughout campus. District personnel respond rapidly with repairs.
Windows/Doors/Gates (interior and exterior)	Yes			Paint sometimes adheres poorly to door surfaces such that even approved blue "painter's tape" pulls off paint on doors leaving bare metal. Painting scheduled during summer months.
Interior Surfaces (walls, floors, and ceilings)	Yes			
Hazardous Materials (interior and exterior)	Yes			
Structural Damage	Yes			
Fire Safety	Yes			
Installation electrical (interior y exterior)		Yes		The bell and announcement system volume level is low. Tech-time (contractor) has been scheduled for repair.
Pest/Vermin Infestation		Yes		Kit Foxes on campus are dealt with per federal regulations.
Drinking Fountains (inside and outside)	Yes			
Restrooms		Yes		
Sewer		Yes		
Playground/School Grounds	Yes			
Roofs		Yes		When severe rain occurs classroom ceiling sometimes develop leaks. District personnel respond rapidly with repairs.
Overall Cleanliness		Yes		

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		Yes		

Date of inspection: 8/21/2008

Completion date of inspection form: 8/21/2008

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

	School			District
	2005-06	2006-07	2007-08	2007-08
Teachers				
With Full Credential	98	103	101	1,516
Without Full Credential	2	3	1	40
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	1	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	99.5%	0.5%
All Schools in District	97.8%	2.2%
High-Poverty Schools in District	99.1%	0.9%
Low-Poverty Schools in District	98.9%	1.1%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.5	477
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse/a	--	--
Speech/Language/Hearing Specialist	1.0	--
Resource Specialist (non-teaching)	--	--
Other	1.0	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. Each student at Stockdale High has access to a textbook for each of their classes. Textbooks adopted are standards based and are purchased based on a rotating schedule and availability of funds. The year prior to adopting a new textbook a request to the publisher is made for the latest version. Department members review the choices filling out a textbook rating form for the book selected. Once a textbook is selected a request for adoption form is completed and submitted to the district for board approval.

The following section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient the textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Eng - EL [Edge Level A, B, C]	2005
English-Language Arts	British Lit. [Elements of Literature 6th Course]	1989
English-Language Arts	Eng - 11 [Elements of Literature 5th Course]	2000
English-Language Arts	Eng - 10 [Literature & Lang. Arts 4th Course]	2003
English-Language Arts	Eng - 9 [Literature & Lang. Arts 3rd Course]	2003
English-Language Arts	World Lit. [Literature World Masterpieces]	1991
English-Language Arts	Sports Lit. [Sports in Literature]	2000
History-Social Science	U.S. Hist. [The American Vision Modern Times]	2006
History-Social Science	Economics [Economics Principles in Action]	2001
History-Social Science	Government [U.S. Govt. Democracy In Action]	2003
History-Social Science	U.S. Hist. AP [A People & A Nation]	1998
History-Social Science	Psychology [Understanding Psychology]	2003
History-Social Science	World Hist. [World History Human Legacy]	2008
History-Social Science	Economics H [Economics Principles & Practices]	2001
History-Social Science	Sociology [Sociology and You]	2003
History-Social Science	Government AP [Government in America]	2006
History-Social Science	European Hist. AP [Western Civ. 4th Course]	2000
Mathematics	Applied Algebra [Algebra 1 (Pacemaker)]	2001
Mathematics	Applied Geometry [Geometry (Pacemaker)]	2003
Mathematics	Algebra 1 [Concepts & Skills]	2001
Mathematics	Calculus AP [Calculus of a Single Variable]	2002
Mathematics	Adv. Algebra [Alg. 2: Application, Equations, Graphs]	2001
Mathematics	Math Analysis [Advanced Mathematics]	2003
Mathematics	Geometry [Geometry Applying Reasoning, Measuring]	2001
Mathematics	Consumer Math [Practical Mathematics]	1998
Mathematics	Statistics AP [The Practice of Statistics]	1999
Science	Chemistry AP [Introductory Chemistry]	2007
Science	Physics [Physics: Principles & Problems]	2002

Science	Integrated Science I [Science Level Blue]	2005
Science	Environmental Sci. AP [Living in the Environment]	2007
Science	Biology General [Life Science]	2002
Science	Physics H [Physics: Principles & Problems]	2000
Science	Biology [Biology: The Dynamics of Life]	2000
Science	Integrated Science II [Science Level Green]	2005
Science	Chemistry H [Chemistry]	2008
Science	Biology AP [Biology: The Dynamics of Life]	2000
Science	Chemistry [Chemistry: Concepts & Applications]	2000

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Lab. Equipment (grades 9-12)	0%

Textbook Information Collection Date: 11/3/2008

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$8,727.00	\$1,742.00	\$6,985.00	\$69,788.00
District	\$9,818	\$2,580	\$7,238	\$69,039
Percent Difference – School Site and District	-11.11%	-32.50%	-3.49%	1.08%
State	\$8,198	\$2,898	\$5,300.00	\$65,574.00
Percent Difference – School Site and State	6.45%	-39.90%	31.80%	6.43%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The school's primary source of funding is an allocation by the district based on student enrollment. This budget provides funding for departmental and administrative costs. The Instructional Cabinet, which includes department chairs, administrators, and program and technology coordinators, meets monthly to provide a link between classroom teachers and the administration. Department chairs submit a proposed budget including requests for basic and supplementary textbooks, as well as instructional supplies. The administrative team prioritizes requests, and resources are allocated based on student needs. Other allotments are designated for specific program entitlements including EL, Title VI-Library, Tech-Prep, Carl Perkins, CAHSEE, English Language Development, 10th Grade Counseling, Tobacco Use Prevention Education, and GATE. The Director of Special Projects approves spending of special funds to ensure that expenditures from various accounts are consistent with the school plan. The administration authorizes additional expenditures consistent with school goals.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,344.00	\$41,367.00
Mid-Range Teacher Salary	\$63,387.00	\$66,967.00
Highest Teacher Salary	\$90,783.00	\$85,877.00
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	\$112,947.00
Average Principal Salary (High)	\$119,453.00	\$123,438.00
Superintendent Salary	\$220,277.00	\$185,780.00
Percent of Budget for Teacher Salaries	34.7%	37.1%
Percent of Budget for Administrative Salaries	4.7%	5.1%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	52%	52%	52%	30%	31%	32%	42%	43%	46%
Mathematics	35%	32%	30%	14%	13%	14%	40%	40%	43%
Science	48%	48%	61%	27%	28%	35%	35%	38%	46%
History-Social Science	39%	38%	43%	23%	24%	26%	33%	33%	36%

CST Results by Student Group – Most Recent Year

This 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.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	33%	16%	40%	24%
American Indian or Alaska Native	45%	14%	*	50%
Asian	72%	60%	80%	58%
Filipino	61%	32%	53%	50%
Hispanic or Latino	38%	17%	50%	29%
Pacific Islander	*	*	--	--
White (not Hispanic)	60%	34%	68%	51%
Male	48%	32%	66%	50%
Female	56%	28%	56%	36%
Economically Disadvantaged	32%	17%	38%	--
English Learners	0%	18%	8%	3%
Students with Disabilities	15%	8%	22%	--
Students Receiving Migrant Education Services	*	*	*	*

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	69.0%	62.5%	75.6%	44.1%	40.6%	49.8%	51.1%	48.6%	52.9%
Mathematics	64.4%	67.8%	73.2%	42.2%	46.0%	48.0%	46.8%	49.9%	51.3%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	24.4%	53.5%	22.1%	26.8%	39.0%	34.1%
African American	39.6%	50.9%	9.4%	45.3%	41.5%	13.2%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	12.5%	56.2%	31.2%	6.2%	25.0%	68.8%
Filipino	27.8%	44.4%	27.8%	33.3%	44.4%	22.2%
Hispanic or Latino	36.0%	52.7%	11.3%	41.3%	41.3%	17.3%
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	18.0%	53.2%	28.8%	19.4%	39.9%	40.6%
Male	29.5%	49.7%	20.9%	26.0%	33.9%	40.1%
Female	19.1%	57.4%	23.4%	27.7%	44.3%	28.0%
Economically Disadvantaged	41.8%	51.6%	6.6%	45.1%	39.6%	15.4%
English Learners	57.8%	37.8%	4.4%	44.4%	28.9%	26.7%
Students with Disabilities	76.2%	19.0%	4.8%	81.0%	14.3%	4.8%
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	0.00%
7	0.00%
9	30.40%

X. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	8	8	8
Similar Schools	3	4	3

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2007-08
All Students at the School	20	0	12	772
African American	8	46	3	700
American Indian or Alaska Native	--	--	--	--
Asian	30	-7	15	863
Filipino	--	--	--	--
Hispanic or Latino	31	-5	17	707
Pacific Islander	--	--	--	--
White (not Hispanic)	18	5	16	800
Socioeconomically Disadvantaged	17	-6	20	683
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	--	10
Percent of Schools Currently in Program Improvement	--	45.5

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.5	0.9	2.2	3.7	3.9	5.3	3.1	3.5	4.4
Graduation Rate	98.3	96.5	92.3	84.3	81.9	75.4	85.0	83.0	79.5

Completion of High School Graduation Requirements

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 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	School	District	State
All Students	91%	76%	n/a
African American	91%	68%	n/a
American Indian or Alaska Native	33%	69%	n/a
Asian	95%	85%	n/a
Filipino	100%	85%	n/a
Latino	86%	73%	n/a
Pacific Islander	100%	75%	n/a
White	92%	83%	n/a
Socioeconomically Disadvantaged	90%	73%	n/a
English Learners	50%	40%	n/a
Students with Disabilities	57%	54%	n/a

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Developing academic programs is a major focus at Stockdale, but the effort to build career pathways continues. The Career Education Department currently offers real-world opportunities for students to learn within each of the following pathways: Health Careers, Business & Information Systems, Financial Services, Computer & Commercial Graphics, Agricultural Science & Technology, Wood Working, and Regional Occupational Programs (ROP). Students participate in activities such as resume writing job shadowing, internships, document preparation (using the Microsoft Suite) and projects that include graphic design, as well as, building cabinets and furniture. The Visual and Performing Arts department also offers four-year programs in Art, Instrumental Music, Vocal Music, and Theater Arts. Each program was developed to offer students a place where they can be successful while meeting both their educational and career needs.

KHSD's sixteen (16) comprehensive high schools offer career path programs covering six career areas which umbrella the fifteen (15) Career Technical Education career paths. CTE Programs offer a coherent sequence of courses directly related to the academic and technical preparation of all students, including those from special populations, for employment in current and emerging occupations, certification programs at the community college level, and careers requiring post secondary education. KHSD has been a leader in CTE programs which have recognized students locally and nationally.

ROP offers 24 capstone classes at its location to the local high school students and has expanded introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers program offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, their senior year attend the Nursing Assistant ROP program obtaining state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong continued articulation with the Kern/South Tulare Consortium for Tech Prep has strengthened the CTE programs at the secondary level. Follow-up studies have proven a valuable tool in tracking Career-Technical Completers. Follow-up studies track the Carl Perkins CTE program completers with a near 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets at least twice annually to make recommendations for program improvement, industry trends, training needs, and local industry demands for future employment. In addition, the District has added resources to further improve and expand CTE offerings.

Stockdale has curricular pathways that develop real-world and vocational applications. Courses include a Virtual Enterprise (a class with a virtual business that has on-line interaction with schools nationwide), Computer Applications 1 & 2 (Microsoft Publisher, PhotoDraw, and FrontPage). Other programs include Computer and Commercial Graphics, Agricultural Science and Technology, Theater Arts, Vocal and Instrumental Music, Finance, and the nationally recognized Medical Academy (MASH). A component of the MASH program is for junior and senior students the opportunity to job shadow in order to gain real-life practical experience. These courses/pathways broaden the choices for students and enable many to have a more complete high school experience in their areas of interest.

Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	1,925
Percent of pupils completing a CTE program and earning a high school diploma	74%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	62.9%
Graduates Who Completed All Courses Required for UC/CSU Admission	42.7%

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	--
English	2	--
Fine and Performing Arts	--	--
Foreign Language	2	--
Mathematics	2	--
Science	2	--
Social Science	3	--
All Courses	12	15%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

KHSD is involved in the Beginning Teacher Support & Assessment (BTSA) program. The BTSA professional development program is designed to enhance teacher effectiveness. Beginning teachers are matched with experienced teachers (referred to as support providers) who have been selected and trained for the program. Through the BTSA program, support providers assist new teachers in overcoming the hurdles that accompany the first years of teaching; providing opportunities to analyze and reflect on their own teaching; helping them adapt to and become aware of the culture of their school community; providing an environment that fosters positive attitudes for the teaching profession; finding opportunities for professional growth; developing a support system of other teachers; and understanding the District goals, as well as the California Standards for the Teaching Profession.

Stockdale has been fortunate to have on-site support providers since the district became involved the BTSA program and this year is no exception.

The certificated staff seeks ongoing in-service and professional development to improve the learning environment, infuse technology, and increase academic achievement. The district uses two days annually to provide site and discipline-specific staff development activities. State, district, and Title II funds have made professional development a viable option for staff members. The district provides staff training by offering technology workshops focused on CTAP certification and infusing technology into the curriculum. Teachers choose additional areas of professional growth by attending after-school and weekend in-services and are encouraged to share experiences.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	3	3	3