

Dixon High School

2012 - 2013 School Accountability Report

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Principal

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Dixon Unified School District

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Mission Statement

Dixon High School will develop and integrate the structures and practices necessary to ensure all students learn at high levels. Students will graduate from Dixon High School college and career ready, prepared for the global demands of the 21st century.

School Enrollment by Ethnic Group 2012 - 2013

<u>Percentages</u>	
African American	3.18 %
American Indian	.43%
Asian	3.18%
Hispanic or Latino	48.67%
Pacific Islander	.6%
White	43.16%
Two or More	.26%
None Reported	.52%

School Profile

Dixon High School is a four year comprehensive high school in Solano County. Our mission states: "Dixon High School will develop and integrate the structures and practices necessary to ensure all students learn at high levels. Students will graduate from Dixon High School college and career ready, prepared for the global demands of the 21st century." It is our belief that all students will succeed at high levels if provided that proper structure to do so. We work hard to create these structures and systems to assure students maximize their potential as learners.

Students at Dixon High School have a number of avenues to demonstrate excellence. In addition to our AP/Honors offerings, students participate in CTE courses, and extracurriculars such as athletics, band, FFA, and drama. We believe that students given multiple ways to shine will do so, especially in well-run programs that have high expectations of students.

Parental Involvement

Parents have a number of avenues to get involved at Dixon High School. Parent organizations include the PTO, Dixon Schools Athletic Boosters, Band Boosters, numerous sport specific boosters, Dixon Sober Grad Night, and ELAC. Dixon High School also hosts a number of information nights to get parents more involved in their children's education. In addition to Back to School Night and Open House, parents join us Cash-4-College events, band concerts, plays and musicals, and college application sessions.

School Safety

In time of disaster or crisis, our main purpose is to safeguard our students from physical and emotional harm as much as possible. In an emergency situation, panic can be one of the greatest dangers to students. An informed, professional staff can help allay the fears which bring about this panic. All school staff members are familiar with the school's emergency response plan and are responsible for training students in the emergency procedures. Students and staff participate in evacuation drills one time per semester. Dixon High School also does two lockdown/intruder drills per semester.

School Facilities

Construction was completed on Dixon High School in the fall of 2007. The facility meets or exceeds all expectations for a school in the state of California. The Dixon Unified School District along with North Bay Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. Above and beyond the daily cleaning standards done by the custodial, the district schedules a thorough deep cleaning of classrooms on a regular basis. All classrooms/spaces have internet access and phones. Specialized spaces include a theater/performing arts center (which the school shares with the City of Dixon), two gymnasiums, a weight room and dance room, a band room, three computer labs, an agricultural mechanics shop, a wood shop, a student kitchen, a fashion design room, and land to be developed for a forthcoming school farm.

Date of last inspection: February 2013

Items Inspected	Facilities Status			Remedial Actions
	Good	Fair	Poor	
Systems (Gas,Leaks,Mech/HVAC,Sewer)	x			
Interior Surfaces	x			
Cleanliness (Overall Cleanliness, Pest Control)	x			
Electrical	x			
Bathrooms/Fountains	x			
Safety (Fire Safety, Hazardous Materials)			x	Cluttered area in need of cleaning.

External Windows,Grounds,Gates,Fences | | | x | Remedy?

Suspensions & Expulsions

Total number of at-home suspensions divided by total number of students accounted in CBEDS for 2012-13

	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspension Rate	15.7	7.0	12.2	14.0	9.5	10.0
Expulsion Rate	.6	.5	0	.5	.5	.8

Average Class Size and Class Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each category

Subject	2012 - 2013			
	Avg. Class Size	1-22	23-32	33+
English	28.07	17	38	27
Mathematics	28.65	16	35	27
Science	29.97	5	44	19
Social Science	28.21	6	47	9

Student Enrollment by Grade

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

2012-2013	
Grade 9	292
Grade 10	308
Grade 11	290
Grade 12	271

Physical Fitness

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. <http://dq.cde.ca.gov/dataquest/PhysFitness/PFTDN/MeetingHF72011.aspx?o=1&t=2012-13&c=48705326051023&n=0000>

District Wide Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	n/a	n/a	n/a
7	n/a	n/a	n/a
9	18.2	19.4	44.3

Curriculum & Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at this school; the year of the most recent adopted materials; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials for 2012-2013

Subject Area	Textbook Title/Publisher	Year of Adoption	% Lacking
English Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes - Gold Level 9th Grade - Prentice Hall, Prentice Hall Literature: Timeless Voices, Timeless Themes - Platinum Level 10th Grade - Prentice Hall, Edge Fundamentals - Hampton Brown, Prentice Hall Literature: Timeless Voices, Timeless Themes (The American Experience) Platinum Level California Edition - Prentice Hall	2008	0
Mathematics	California Algebra 1: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill, Calculus Concepts and Applications - Key Curriculum Press, California Algebra Readiness: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill, California Geometry: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill California Algebra 2: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill Pre-Calculus - Key Curriculum Press	2008, 2008, 2008, 2010, 2012	0
History/Social Science	United States History Modern America - Prentice Hall, Magruder's American Government - Prentice Hall, World History Era - Prentice Hall, Economics: Principles in Action - Prentice Hall	2008, 2003, 2008, 2003	0
Science	Introductory Chemistry: A Foundation - Houghton Mifflin, Essentials of Anatomy and Physiology 6th Edition - McGraw Hill, Modern Earth Science - Holt, Rinehart, and Winston, Modern Biology - Holt, Rinehart, and Winston, Physics: Principles and Problems - Glencoe/McGraw Hill	2008, 2002	0
Other	Culinary Essentials - Glencoe/McGraw Hill	2010	N/A
Most recent SBE or LEA Approved Instructional Materials			Yes

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.

	2011	School 2012	2013	District 2013
Fully Credentialed	59	57	56	
Without Full Credentials	0	0	0	0
Teaching Outside Subject	0	0	0	0

Teacher Assignment

Indicators	2011	School 2012	2013
Vacant Teacher Positions	0	0	0
Misassignments of English Teachers	0	0	0
Total Teacher Misassignments	0	0	0

Federal Intervention Program

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

Indicators	School	District
Program Improvement Status	N/A	PI 4
First Year of Program Improvement	N/A	2008-09
Number of Schools in Program Improvement	N/A	3

Core Academic Class Taught by No Child Left Behind Compliant Teachers (2012-13 School Year)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Taught by NCLB Teachers	Taught by Non-NCLB Teachers
This School	100 %	0%
All Schools in District	100%	0 %
High Poverty Schools in District	100%	0%
Low-Poverty Schools in District	--	--

Professional Development

Indicator	Professional Development		
	<u>2011</u>	<u>2012</u>	<u>2013</u>
Number of school days dedicated to staff development	40	37	40

API Index Ranks - Three Year Comparison

The Academic Performance Index is an annual measure of the academic performance and progress of individual schools in California. The statewide target is 800.

API Results	<u>2011</u>	<u>2012</u>	<u>2013</u>
Statewide	6	5	5
Similar Schools	4	2	2

Counselors, and Support Staff - 2013

This table displays, in unites 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	Average Students Per Counselor
Academic Counselor	2	550
Counselor (social behavior)	0	
Librarian	0	
Library Staff		
Psychologist		
Social Worker		
Nurse		
Speech		
Language/Hearing Resource Specialist		
Other		

API by Student Group - Growth Comparison

<http://www.cde.ca.gov/ta/ac/ap/>

Group	<u>2012-13</u> Growth API		
	School	District	State
All Students	739	748	756
Black or African American	714	696	667
American Indian/Alaskan	--	--	721
Asian	785	835	876
Filipino	790	813	834
Hispanic or Latino	682	700	709
Pacific Islander	--	--	736
White (Not Hispanic)	801	813	819
Two or More Races	--	784	--
Socioeconomically Disadvantaged	692	703	710
English Learners	613	647	662
Students with Disabilities	490	521	530

API Growth by Student Group

Group	Actual Change		
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
All Students	-5	7	-12
Black or African American	--	--	--
American Indian/Alaskan	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	-11	6	-12
Pacific Islander	--	--	--
White (Not Hispanic)	-1	11	-11
Two or More Races	--	--	--
Socioeconomically Disadvantaged	-20	-5	20
English Learners	-44	-2	-3
Students with Disabilities	--	--	--

Adequate Yearly Progress

The NCLB requires that all schools and districts meet the following AYP criteria:

- Participation Rate on the state's standards-based assessments in English-Language Arts 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 regarding AYP can be found at www.cde.ca.gov/ta/ac/ay/

AYP Criteria	School	District
Overall		
Participation Rate – ELA	99%	100%
Participation – Math	99%	99%
Percent Proficient – ELA	50.0%	47.6%
Percent Proficient – Math	57.4%	54.9%
API	-12	-11
Graduation Rate	90.84%	80.5%

Standardized Testing and Reporting Results for All Students – Three Year Comparison

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST's); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CST's show how well students are doing in relation to the state content standards. The CST's include English-language Arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CST's with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations or modifications of the CMA with accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English Language Arts	51.6	51.9	51	50.0	50.4	47.6	54.4	57.2	56.6
Mathematics	22	26.6	21.8	44.3	45.3	54.9	50.4	51.5	59.5
Science	37	39.1	35.8	49.7	49.7	49.1	57.0	59.5	57.0
History-Social Science	48.8	46.1	41	41.6	41.6	42.7	47.7	48.8	49.3

*Scores are not shown when the number of students tested is 10 or less.

Standardized Testing and Reporting by Student Group

Percentage of Students Scoring at Proficient or Advanced Level	English Language-Arts	Mathematics
All Students in District	47.6%	54.9%
All Students at School	51.0%	21.8%
Black or African American	--	%
American Indian or Alaskan Native	--	%
Asian	--	%
Filipino	--	%
Hispanic or Latino	38.9%	15%
Pacific Islander	--	%
White (Not Hispanic)	64.5%	28.9%
Two or More Races	--	--

School Completion and Postsecondary Preparation

Completion of High School Graduation Requirements (2011-12 Cohort)

Group	School	District	State
All Students	90.8%	80.5%	78.7%
Black or African American	90.9%	76.9%	65.9%
American Indian or Alaskan	100%	100%	72.3%
Asian	100%	100%	91.1%
Filipino	87.5%	87.5%	90.7%
Hispanic or Latino	87.8%	75.2%	73.5%
Pacific Islander	100%	50.0%	77.0%
White (Not Hispanic)	94.2%	86.3%	86.6%
Two or More Races	50%	50.0%	84.2%
Socioeconomically Disadvantaged	86.8%	71.6%	72.9%
English Learners	67.9%	54.2%	61.9%
Student with Disabilities	82.4%	54.1%	61.0%

Advanced Placement Courses

Subject	Number of AP Courses
English	2
Mathematics	1
Science	2
Social Science	3
Computer Science	0
Foreign Language	1
Fine and Performing Arts	0

	2009	2010	2011	2012	2013
Total AP Students	61	90	87	98	106
Number of Exams	100	135	133	169	188
AP Students w/ Scores if 3+	50	70	46	65	70
% of Total AP Students with Scores 3+	82	77.8	52.9	66.3	66

Source: College Board

UC/CSE Course Measure

Percent

Graduates Who Completed All Courses Required for UC/CSU Admission

39 %

For more information on general Admission Requirements for California Public Universities please refer to cde: www.universityofcalifornia.edu/admissions/.

Drop Out Graduation Rate

	<u>2009-10</u>	<u>School</u> <u>2010-11</u>	<u>2011 - 12</u>	<u>2009-10</u>	<u>District</u> <u>2010-11</u>	<u>2011 - 12</u>	<u>2009-10</u>	<u>State</u> <u>2010-11</u>	<u>2011 - 12</u>
Drop-out Rate	9.4%	10%	6.6%	14.3%	16.4%	13.4%	17.5%	14.7%	13.1%
Graduation Rate	87.2%	89%	90.4%	81.6%	78.1%	80.5%	75.2%	76.3%	78.7%

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

Subject	<u>2010-11</u>	<u>School</u> <u>2011 - 12</u>	<u>2012-13</u>	<u>2010-11</u>	<u>District</u> <u>2011 - 12</u>	<u>2012-13</u>	<u>2010-11</u>	<u>State</u> <u>2011 - 12</u>	<u>2012-13</u>
English-Language Arts	58.9 %	53.3%	50 %	56.3 %	51.9%	75%	58.9 %	58.1 %	77%
Mathematics	55.7%	54.9 %	57.4%	54.4%	55.1%	77%	56.2%	59.5%	75%

CAHSEE Results by Performance Level for Student Groups – 2013

Group	English-Language Arts		Mathematics	
	Not Proficient	Proficient	Not Proficient	Proficient
All Students in District				
All Student at this School	50	50	42.6	57.4
Black or African American				
American Indian or Alaskan				
Asian				
Filipino				
Hispanic or Latino	62.8	37.2	57.6	42.4
Pacific Islander				
White (Not Hispanic)	35.1	64.9	27.3	72.7
Two or More Races				
Economically Disadvantaged	61.6	38.4	57.6	42.4
English Learners	82.4	17.6	65.9	34.1
Students with Disabilities	88.9	11.1	81.5	18.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	327
Percent of pupils completing a CTE program and earning a high school diploma	100
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

School Expenditures: Per Pupil and School Site Teacher Salaries – 2012

	Expenditures Per Pupil	Per Pupil (supplemental)	Per Pupil (basic)	Average Teacher Salary
School	\$4840	\$915.00	\$3901.00	
District			\$7218.00	\$62,008.00
State			\$8323.00	\$68,531.00

Teacher and Support Staff: Expenditures Per Pupil and Site Teacher Salaries - 2012

This table displays a comparison of the school's per pupil expenditures from unrestricted sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site, district and state.

Range	District	State Average for Districts in the Same Category
Beginning	\$36,495	\$38,578
Mid-Range	\$55,593	\$59,799
Highest	\$74,377	\$78,044
Average Elementary Principal	\$92,465	\$95,442
Average Middle Principal	\$99,328	\$98,080
Average High Principal	\$105,376	\$106,787
Superintendent Salary	\$181,627	\$150,595
Percent of Budget for Teacher Salaries	41.56%	37.14%
Percent of Budget for Administrative Salaries	7.69%	5.93%

DataQuest:

DataQuest is a search engine located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, county and the state. DataQuest allows parents and community members to access accountability reports such as; API, AYP, test data, enrollment, graduates, course enrollments, staffing and data pertaining to 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 may 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.