

East Nicolaus High School

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

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GRADES 9-12
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East Nicolaus Joint Union High School District

Dr. Karen Villalobos,
Superintendent/Principal

Principal's Message

Welcome to East Nicolaus High School, home of the Spartans! It is with honor and pride that we present our annual School Accountability Report Card (SARC), and hope it familiarizes you with school programs, opportunities, achievements, and goals for our future citizens. The staff at East Nicolaus High School uses data-driven practices to set annual instructional goals, and to provide a Standards-based learning environment for students. Several distinct learning pathways offer students the structure of sequenced courses, and students develop a multi-year learning plan with counseling support.

East Nicolaus recently completed several major infrastructure projects that improved CTE facilities, replaced an aging septic system, replaced and modernized the computer lab, and expanded the lunch program with a new facility. The campus has undergone substantial modernization and improvements over the past ten years as well. New facility projects include restructuring the Career Technical Education facilities to offer more integration.

We are very proud that East Nicolaus was selected for a second term as a California Distinguished School for 2010 and are among the top 25% of high schools in California.

We strive to maintain a secure, safe, and friendly environment for learning. With strong parent participation and a multi-generation community, our students are well prepared to meet their future academic and social challenges.

East Nicolaus enjoys strong community support that is multi-generational. We are proud to represent the community as a symbol of excellence among all South Sutter schools.

Vision Statement

East Nicolaus High School will inspire and prepare every student for academic excellence, individual achievement, and future success, while maintaining the courage and honor of our traditions.

Mission Statement

Through partnerships with families and community, East Nicolaus High School is committed to:

- academic excellence, career preparation, and technological understanding
- a safe, small school environment
- fostering school pride and tradition
- diverse opportunities, in and out of the classroom
- preparing students with leadership skills who are self-directed, responsible community members with a strong work ethic

Parental Involvement

East Nicolaus enjoys strong community support. We welcome and encourage parent involvement at East Nicolaus High School and encourage active community participation on all levels. The organized parent groups, including the School Site Council (SSC), provide a forum to investigate issues related to curriculum, staff development, school culture, and categorical funding. There is also an active East Nicolaus Parent Western Association of Schools and Colleges (WASC) Committee to help with long-range planning. Parents are also encouraged to join the East Nicolaus Boosters and Spartan Foundation, and volunteer their time. Parents also help with field trips, schoolwide events, and fundraising activities. Parents are strong supporters of co- and extra-curricular learning opportunities. When student clubs and organizations need support, parents are always willing to assist.

For more information on how to become involved at the school, please contact Dr. Karen Villalobos, Superintendent/Principal, at (530) 656-2255.

School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

East Nicolaus Joint Union High School District Governing Board

Mr. Steven Willey
President

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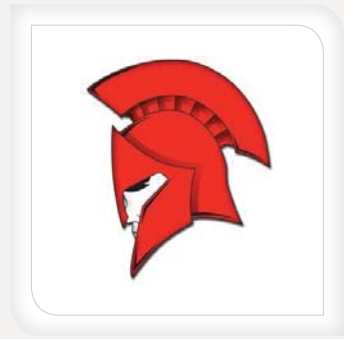
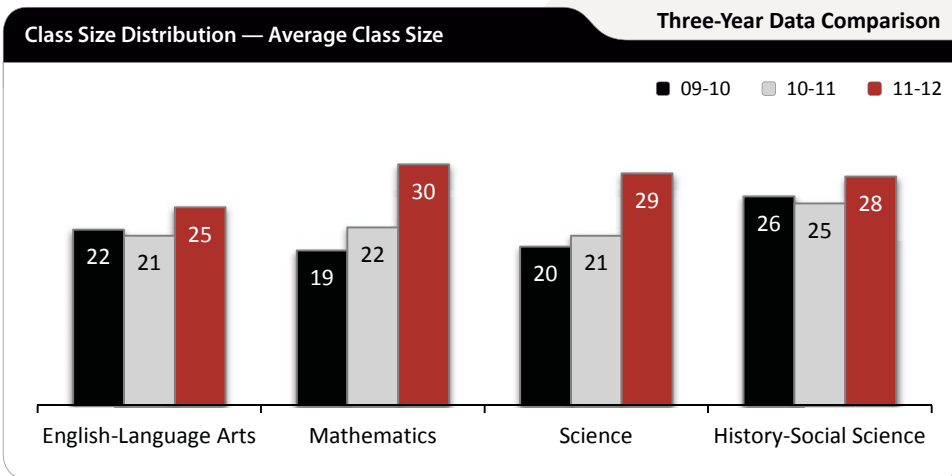


*East Nicolaus High School
Received the California
Distinguished Schools Award*

"We are very proud that East Nicolaus was selected for a second term as a California Distinguished School for 2010 and are among the top 25% of high schools in California."

Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



*Home of the
Champion Spartans*

Class Size Distribution — Number of Classrooms by Size **Three-Year Data Comparison**

Subject	09-10			10-11			11-12		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	9	5		7	6	1	1	5	
Mathematics	7	5		6	4	1		3	1
Science	8	3		5	5		1	4	2
History-Social Science	3	4	1	2	5	2	1	3	2

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

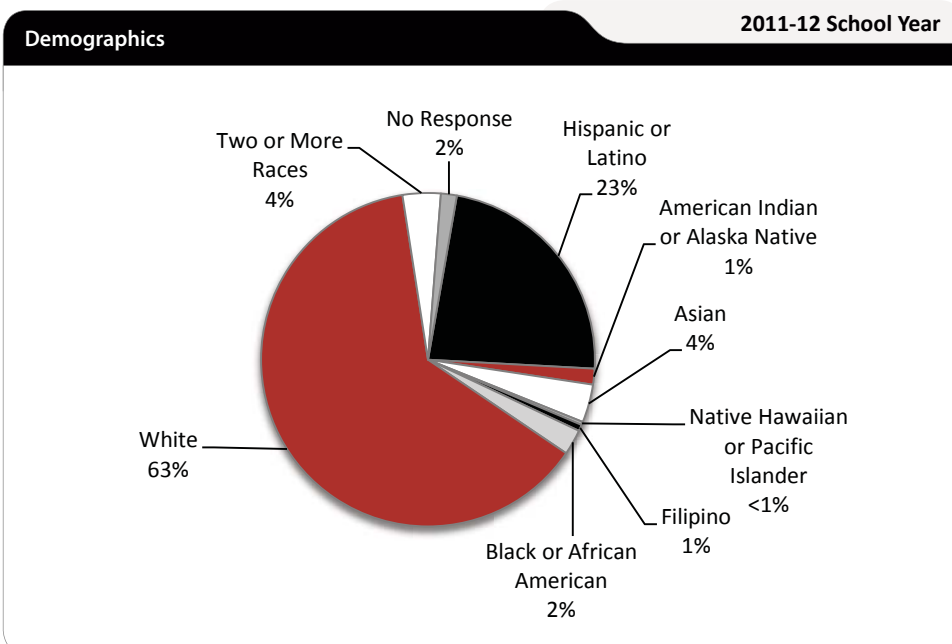
1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
2011-12 School Year	
Grade 9	
Four of Six Standards	24.30%
Five of Six Standards	24.30%
Six of Six Standards	45.90%

Enrollment and Demographics

The total enrollment at the school was 325 students for the 2011-12 school year.*



2011-12 SARC

* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Fair	Restrooms/Fountains	Fair
Interior	Fair	Safety	Good
Cleanliness	Fair	Structural	Fair
Electrical	Fair	External	Fair
Overall Summary of Facility Conditions			Fair
Date of the Most Recent School Site Inspection			07/15/2012
Date of the Most Recent Completion of the Inspection Form			07/15/2012

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	HVAC needs to be upgraded and/or improved. <i>Planned repair in 2013/14.</i>	
Interior	Some painting needed. <i>Planned painting in 2013/14.</i>	
Cleanliness	Done daily.	
Electrical	Some to be done for additional security alarms. <i>Planned repair in 2013/14.</i>	
Restrooms/Fountains	Okay condition.	
Safety	Need to update/upgrade current camera system. <i>Planned repair in 2013/14.</i>	
Structural	Roofs. <i>Planned repair in 2013/14.</i>	
External	Some areas need patching/repair. <i>Planned repair in 2013/14.</i>	

School Facilities

Our school, built in 1972, includes 11 buildings, some of which are portables. Together they accommodate approximately 390 people. We provide a safe, clean learning environment in five permanent structures, housing 17 classrooms, the main office, gymnasium and locker rooms, a multi-use room, library, and various meeting rooms. Portables provide three additional classrooms.

An agricultural building was destroyed by fire this year, displacing some agriculture-related student activities. The district has used this as an opportunity to restructure the configuration of buildings that serve Career Technical Education programs. Construction has already begun on a new welding shop, an animal science complex, as well as some renovations to the woodshop and drafting room. These programs will be unified with a common quad to further integrate projects. A permanent bathroom facility was also added to the sports facilities.

The septic system was completely replaced, a computer lab was replaced with a new building and modern equipment, and a food service building was added. In the past few years, the gymnasium was completely renovated, a new quad area added, and library science lab, bathrooms, and outside student lockers were refurbished.

This was made possible from state, federal, and local funding. The District finished a major modernization project using state funds and local bond proceeds. Facility improvements are a focus for the Board of Trustees.

The physical quality of our school buildings influences learning and teaching. Facilities should mirror the needs of learning and programs. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land we've been given by the public. Please let us know if you think we are succeeding. We welcome your suggestions for improvements.

The school has adequate library space. The school's library contains an Internet research center with nine computers. Students visit the library to use books and reference materials, and to do research projects. We have an attendance secretary who assists students every day in the library. A library committee meets regularly to discuss library resources and needs. The Library Committee is part of the School Site Council and has a regular budget for improvements.

Continued on page 4

School Facilities

Continued from page 5

The library is also part of the school WASC accreditation action plan.

All classrooms have been painted, in addition to, new carpet and ceiling tiles. Students enjoy using the newly remodeled quad area with new outside lockers for textbooks and instructional materials. Two new portables have been added for classroom space and two new bathrooms for student use. A completely new fire alarm and intercom system has been installed at the high school. The gym and multipurpose room emergency lighting system was also recently replaced.

East Nicolaus High School strives to provide safe, clean, and well-maintained facilities.

A scheduled maintenance program is administered by the District to ensure that all classrooms, restrooms, and facilities are well maintained and in good repair.

The principal works with the maintenance supervisor to develop a cleaning schedule that ensures a clean and safe school.

The campus septic system was recently replaced and brought up to code. A portion of the main sewer line was replaced, and several areas of the campus have been improved to mitigate water runoff.

The District recently completed several facility projects. An aged portable building was replaced, and it became the new computer lab. A food service building was donated to the District, and completely renovated along with the installation of all new equipment.

Projects currently in the planning stage include roof assessment and replacement. Discussion and plan for landscape improvements including above ground water drainage.

Roofing projects are being planned with work to begin Summer 2013. The roofs on most buildings are in need of replacement, with some casework included. A fire destroyed an agricultural shop building in November 2010. A new building is being planned, including site improvements for more integrated and unified career technical education programs. The district has brought in temporary housing while planning and construction takes place. Any new building construction will take place during the 2011-2013 school years.

Textbooks and Instructional Materials

Standards-based instructional materials are provided for all content areas. The Textbook Selection Committee is established each year, and new textbooks are available at the state level every seven years. New textbooks are examined for the best possible fit with our Standards-based curriculum, and purchased at that time.

The School Articulation Task Force Committee meets annually with staff from Browns, Marcum and Pleasant Grove Elementary Schools to discuss textbook selection, and to articulate curriculum to ensure that courses properly sequence. Efforts are made to provide similar professional development activities.

East Nicolaus uses a learning pathway methodology to organize coursework and materials. We are proud of our unique offerings in agriculture, industrial arts, culinary arts, and the academic pathway. A Technology Pathway is forming. Facilities for these specialized programs offer a unique blend of project-based instructional materials and equipment.

The District also provides instructional materials for intervention-based curriculum, including English Learners and Special Needs.

East Nicolaus staff prides itself on a near 100% graduation rate based upon competent instructional materials and programs.

As a high school district, sometimes textbook adoptions go outside the regular adoption cycles.

2011-12 SARC

Textbooks and Instructional Materials List		2012-13 School Year
Subject	Textbook	Adopted
English-Language Arts	Holt Literature	2007
Mathematics	Prentice Hall Mathematics Algebra I, Geometry	2011
Mathematics	McDougal Littell Algebra II, Calculus with Limits	2007
Science	Introductory Chemistry	2001
History-Social Science	American Government and Politics Today	2002
Foreign Language	Prentice Hall Realidades	2007

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2012-13 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2012-13 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2012-13 School Year	
Data Collection Date	11/2012

STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	East Nicolaus HS			East Nicolaus JUHSD			California		
Subject	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	60%	59%	69%	58%	58%	69%	52%	54%	56%
Mathematics	28%	37%	38%	27%	37%	38%	48%	50%	51%
Science	53%	61%	65%	53%	60%	64%	54%	57%	60%
History-Social Science	49%	50%	49%	47%	49%	48%	44%	48%	49%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Students Scoring at Proficient or Advanced Levels	Spring 2012 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	69%	38%	64%	48%
All Students at the School	69%	38%	65%	49%
Male	65%	41%	73%	59%
Female	75%	34%	56%	38%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	58%	32%	44%	41%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	75%	39%	82%	54%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	58%	30%	57%	40%
English Learners	❖	❖	❖	❖
Students with Disabilities	27%	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify student strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks	Three-Year Data Comparison		
	2009	2010	2011
Statewide API Rank	6	8	8
Similar Schools API Rank	1	3	4

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2012 Growth API and Three-Year Data Comparison								
	2012 Growth API						East Nicolaus HS – Actual API Change		
	East Nicolaus HS		East Nicolaus JUHSD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	230	808	234	802	4,664,264	788	59	0	8
Black or African American	6	❖	6	❖	313,201	710	■	■	■
American Indian or Alaska Native	5	❖	5	❖	31,606	742	■	■	■
Asian	8	❖	8	❖	404,670	905	■	■	■
Filipino	2	❖	2	❖	124,824	869	■	■	■
Hispanic or Latino	62	774	65	755	2,425,230	740	■	■	-10
Native Hawaiian or Pacific Islander	1	❖	1	❖	26,563	775	■	■	■
White	138	824	139	823	1,221,860	853	45	4	20
Two or More Races	8	❖	8	❖	88,428	849	■	■	■
Socioeconomically Disadvantaged	78	763	81	749	2,779,680	737	97	■	■
English Learners	3	❖	5	❖	1,530,297	716	■	■	■
Students with Disabilities	12	515	13	514	530,935	607	■	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2011-12 School Year		
	East Nicolaus HS		East Nicolaus JUHSD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API	Yes		Yes	
Graduation Rate	Yes		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		2012-13 School Year	
	East Nicolaus HS	East Nicolaus JUHSD	
Program Improvement Status	Not In PI	Not In PI	
First Year of Program Improvement	◇	◇	
Year in Program Improvement	◇	◇	
Number of Schools Identified for Program Improvement			0
Percent of Schools Identified for Program Improvement			0.00%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.

◇ Not applicable.

Professional Development

Teachers and administrators at our school participate in three training days a year, and four minimum days every year. Our staff may work on individual or group goals, attend conferences, discuss new curricula technology, analyze test scores, and other assessment data. For the last two years, the staff has focused on aligning the District curriculum to the state standards. Staff continues to refine the accountability system for student performance, with a concentration on significant subgroups.

Professional development is a cornerstone for the District, and staff sets school-wide and individual goals each year. These goals provide a plan for professional development, and the district works to provide resources to meet each goal need.

For the previous three school years, we had three days each year dedicated to staff and professional development.



School Safety

The School Safety Plan is reviewed annually by a committee, and rehearsed several times per year. It was last reviewed, updated, and discussed with the school faculty in November 2012.

The school is participating in a County-directed REMS grant project that links safety plan activity throughout the county with similar protocols. The plan includes information about potential disasters, procedures and protocols for emergency situations, and is coordinated with local agencies.

In addition, the campus is closed and requires outside visitors to check in with the front office. The Safety Plan is available for review in the main school office.

Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2011-12 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Group	Graduating Class of 2012	
	East Nicolaus HS	East Nicolaus JUHSD
All Students	94.5%	94.5%
Black or African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Native Hawaiian or Pacific Islander	❖	❖
White	92.7%	92.7%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	95.5%	95.5%
English Learners	❖	❖
Students with Disabilities	❖	❖

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	08-09	09-10	10-11	08-09	09-10	10-11
East Nicolaus HS	⌘	94.05%	93.85%	⌘	6.00%	4.60%
East Nicolaus JUHSD	⌘	93.10%	87.32%	⌘	6.90%	7.00%
California	⌘	74.72%	76.26%	⌘	16.6%	14.4%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

⌘ The 2008-09 graduation and dropout rates are not displayed because they are based on a different method of calculation and cannot be compared to the data using the new cohort calculation method.

Types of Services Funded

The following programs and supplemental services are provided to students at East Nicolaus High School:

- One Year Algebra I (Strategic Algebra also offered)
- English with strategic support
- Career Cruising program
- Independent Study program
- Summer school (remedial and some core)
- Sports Medicine & Nutrition Pathway program
- Industrial Arts Pathway program
- Informational Technology Pathway program
- Academic Pathway program
- Agriculture Pathway program
- ROP (Woodshop, Small Engines, Culinary)
- G.O.A.L. Peer Mediation program
- Senior Learning Project
- After-school tutoring



Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2011-12 School Year	
Percentage of Students Enrolled in AP Courses	1.10%
Number of AP Courses Offered at the School	2
Number of AP Courses by Subject	
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	0

"We are proud to represent the community as a symbol of excellence among all South Sutter schools."

California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English-Language Arts			Mathematics		
	09-10	10-11	11-12	09-10	10-11	11-12
East Nicolaus HS	71%	60%	63%	63%	65%	55%
East Nicolaus JUHSD	70%	60%	61%	61%	65%	53%
California	54%	59%	56%	54%	56%	58%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

CAHSEE Results by Student Group: English-Language Arts and Mathematics

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

Students Achieving at Each Performance Levels	2011-12 School Year					
	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	39%	23%	39%	47%	37%	16%
All Students at the School	37%	23%	40%	45%	38%	17%
Male	37%	26%	37%	40%	43%	18%
Female	37%	21%	42%	51%	32%	16%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	50%	35%	15%	60%	32%	8%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	30%	15%	54%	33%	44%	23%
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	52%	33%	15%	63%	26%	11%
English Learners	❖	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

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 www.universityofcalifornia.edu/admissions. (Outside source)

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 www.calstate.edu/admission/admission.shtml. (Outside source)

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission		2010-11 and 2011-12 School Years
		East Nicolaus HS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2011-12		24.20%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2010-11		4.90%

Career Technical Education Programs

East Nicolaus High School requires students, beginning in the local elementary feeder schools, to participate in a six-year academic learning plan beginning in grade 7 continuing through high school. Students can participate in the four central learning pathways offered at East Nicolaus including agriculture, culinary arts, and industrial pathways. Each pathway contains a sequence of courses, with Career Technical Education (CTE) courses making up a large portion of each specified pathway. Students receive guidance from a designated part-time counselor that works with students in grades 7-12, along with parents.

The East Nicolaus High School Site Council serves as the school-wide advisory body for CTE. In addition, each Learning Pathway maintains its own unique advisory committee. The Learning Pathways represented at East Nicolaus High School are industrial arts, information technology, agricultural, and sports.

East Nicolaus High School is providing students with multiple pathways to the same destination: college and career success. Our students have a range of aspirations, interests and learning styles. The destination being the same, graduating prepared to succeed in college and career. East Nicolaus is offering different ways of getting there. Pathways are comprehensive programs of academic and technical study organized around broad industry themes. Pathways prepare students for the full range of postsecondary options: two- and four-year college, apprenticeship, and formal employment training. Through a thematic, practical focus, multiple pathways inspire high school students to achieve in college and career.

East Nicolaus participates as a member of the Tri-County Regional Occupational Program, and actively participates in CTE standards alignment, development of new capstone courses, and advocacy for continued funding of CTE curriculum.

ROP courses include: ROP Power Ag Technology I & II, ROP Ag Welding, ROP Welding Technology I & II, ROP Wood Shop I : Technical Woodworking, ROP Wood Shop II: Cabinetmaking, ROP Wood Shop HI: Furniture Design, ROP 3-D Animation, ROP Sports Medicine.

Continued on sidebar

Career Technical Education Programs

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In addition, East Nicolaus High School has a full-time academic advisor that helps students prepare for college or vocational school. Students are required to meet with the advisor twice a year, beginning in ninth grade.

East Nicolaus High School also offers college-level courses in English, history, science, art, and mathematics that enable students to earn college credit while still in high school.



Career Technical Education Participation

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

Career Technical Education Data	
2011-12 Participation	
Number of Pupils Participating in CTE	466
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	18.8%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information	Three-Year Data Comparison			
	East Nicolaus JUHSD	East Nicolaus HS		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	15	17	17	15
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	9

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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	East Nicolaus HS		
Teachers	10-11	11-12	12-13
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
East Nicolaus HS	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	✧	✧

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	1.6
Ratio of Students Per Academic Counselor	203:1
Support Staff	
FTE	
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.2
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	1.0



Financial Data

The financial data displayed in the SARC is from the 2010-11 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2010-11 Fiscal Year	
	East Nicolaus JUHSD	Similar Sized District
Beginning Teacher Salary	✱	\$40,582
Mid-Range Teacher Salary	✱	\$58,876
Highest Teacher Salary	✱	\$77,129
Average Principal Salary	✱	\$103,206
Superintendent Salary	✱	\$134,165
Teacher Salaries — Percent of Budget	28%	30%
Administrative Salaries — Percent of Budget	8%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
East Nicolaus HS	\$8,712	\$64,185
East Nicolaus JUHSD	\$8,712	\$64,185
California	\$5,455	\$62,010
School and District — Percent Difference	◆	◆
School and California — Percent Difference	+37.4%	+3.4%

- ◆ The percent difference does not apply to single-site districts.
- ✱ Single-site districts are not required to display this data. (*Education Code Section 41409.3*).

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. Per *Education Code Section 35256*, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$11,063
Expenditures Per Pupil From Restricted Sources	\$2,352
Expenditures Per Pupil From Unrestricted Sources	\$8,712
Annual Average Teacher Salary	\$64,185



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
East Nicolaus HS			
	09-10	10-11	11-12
Suspension Rates	0.099	0.244	0.111
Expulsion Rates	0.099	0.000	0.000
East Nicolaus JUHSD			
	09-10	10-11	11-12
Suspension Rates	0.099	0.244	0.111
Expulsion Rates	0.099	0.000	0.000

School Accountability Report Card

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