

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Mountain View High (Cont.)	District Name	Yosemite Joint Union High
Principal	Tom Fiormonti	Superintendent	Bill McCabe
Street	50407 Hang Tree Road	Street	50200 Road 427
City, State, Zip	Oakhurst, CA 93644-9506	City, State, Zip	Oakhurst, CA 93644-9506
Phone Number	559-683-4667	Phone Number	559-683-8801 ext. 348
FAX Number	559-683-8392	FAX Number	559-683-4160
Web Site	www.yosemiteuhsd.com	Web Site	www.yosemiteuhsd.com
E-mail Address	tffiormonti@yosemiteuhsd.com	E-mail Address	bmccabe@yosemiteuhsd.com
CDS Code	20-73734-2030120	SARC Contact	Earlene Ward

School Description and Mission Statement

Mountain View High School is a continuation school serving grades 9-10 in Eastern Madera County. It is a part of the Yosemite Joint Union High School District and is located adjacent to Yosemite High School in Oakhurst. This is a two-room school with both grades in these rooms. There is one full time and one part time teacher at the school. The students have access to computers in the classroom and use them on a regular basis to complete their assignments. The computers are connected to the Internet. Students transfer to Mountain View High School from Yosemite High School. They take some classes at YHS and some at MVHS. This is for grades nine and 10 only, therefore students transition to YHS as juniors or before.

District Vision Statement

Connecting all students with their past, present, and future, the Yosemite Joint Union High School District will be a community of responsible young adults cooperatively learning creative problem solving skills to help them achieve their full potential as life-long learners, citizens, and workers.

THROUGH INVOLVEMENT IN THE ACADEMIC CURRICULUM AND SOCIAL PREPARATION IN THE YOSEMITE JOINT UNION HIGH SCHOOL DISTRICT,

STUDENTS WILL DEMONSTRATE THE ABILITY TO:

1. *Understand and value one's self, others, and our common heritage.*
2. *Communicate appropriately and effectively.*
3. *Be able to solve problems independently and as a group.*
4. *Be responsible decision-makers.*
5. *Define and value aesthetics.*
6. *Appreciate and value culture and environmental diversity and relationships.*
7. *Acquire, process, and utilize information using appropriate technology and other resources.*
8. *Be productive, active, ethical contributors to themselves, their families, communities, nations, and the world.*
9. *Develop a professional work ethic and sense of purpose.*
10. *Be life-long learners.*

Opportunities for Parental Involvement

Contact Person Name	Tom Fiormonti	Contact Person Phone Number	559-683-4667 ext. 307
Parents are welcome to be involved in any activities at MVHS. They are encouraged to be chaperones on field trips, to assist in the classroom, or to speak to the students.			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	6
Grade 1	0	Grade 10	7
Grade 2	0	Grade 11	0
Grade 3	0	Grade 12	0
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	13

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	0	0.0	Hispanic or Latino	3	23.1

American Indian or Alaska Native	1	7.7	Pacific Islander	0	0.0
Asian	0	0.0	White (Not Hispanic)	8	61.5
Filipino	0	0.0	Multiple or No Response	1	7.7

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	2003	Date Last Discussed with Staff	2003
<p>Mountain View High School maintains a safe and positive learning environment. The school has a set of behavior standards to which the students must adhere; violations are dealt with in a prompt manner. The staff and students respect each other.</p> <p style="text-align: center;">School Safety Plan</p> <p>Key elements of the School Safety Plan include:</p> <p>A. Personal Characteristics of Students and Staff</p> <ol style="list-style-type: none"> 1. Goal: To develop programs to assist students who have substance abuse problems. 2. Activities: To assist students who have substance abuse problems. <p>B. School's Physical Environment</p> <ol style="list-style-type: none"> 1. Goal: To enhance the internal security of the school. 2. Activities: Put measures in place to increase the security and allow staff and students to feel safe. <p>C. School's Social Environment</p> <ol style="list-style-type: none"> 1. Goal: To increase involvement and participation at the school. 2. Activities: Develop programs for students to be involved in outside of class hours. <p>D. School's Culture</p> <ol style="list-style-type: none"> 1. Goal: To increase the frequency and consistency of recognition of students and staff. 2. Activities: To recognize students and staff for achievements. <p>The school has made excellent progress in meeting these key goals. Staff and students will be surveyed early in the 2003-04 year and the School Safety Plan will be revised and updated.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>MVHS is a small school with a high staff/student ratio. The staff demands that students show respect for themselves, their peers and the staff. In turn, the staff respects the students. There are a well-known set of rules to which the students adhere. Students know the consequences of violating those rules. Because of the size of the school and the nature of the program, staff and students develop a close, supportive relationship that helps promote a positive learning environment.</p>
--

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	0	12	0	48	50	10
Rate of Suspensions	0	6.0	0	3.8	3.6	<1%
Number of Expulsions	0	0	0	1	0	0
Rate of Expulsions	0	0	0	<1%	0	0

School Facilities

Mountain View High School is a two-room school composed of portable facilities that are located on property adjacent to Yosemite High School. There is an area where students can play basketball; there are computers in the classrooms to which the students have access to complete their assignments. All computers are connected to the Internet.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003

English Language Arts									
Proficient or Advanced	12	10	6	35	43	49	30	32	35
Not Tested	0	5	0	3	2	0	6	8	1
Mathematics									
Proficient or Advanced		14			26	32		31	35
Not Tested	---	---	---	---	---	---	---	---	---
Science									
Proficient or Advanced		10			27	46		30	27
Not Tested	---	---	---	---	---	---	---	---	---
History/Social Science									
Proficient or Advanced					34	37		28	28
Not Tested	---	---	---	---	---	---	---	---	---

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts							
Proficient or Advanced							7
Not Tested							0
Mathematics							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---
Science							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---
History/Social Science							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	8				6		6	

Not Tested	0				0		0	
Mathematics								
Proficient or Advanced								
Not Tested	---	---	---	---	---	---	---	---
Science								
Proficient or Advanced								
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								
Proficient or Advanced								
Not Tested	---	---	---	---	---	---	---	---

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	24	29	24	49	48	65	44	45	43
Mathematics	24	24	24	61	56	58	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							29
Mathematics							29

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	25				24		24	
Mathematics	17				24		24	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

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

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

most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested				Percent Tested			100
API Base Score				API Growth Score			499
Growth Target				Actual Growth			76
Statewide Rank							
Similar Schools Rank							

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	N/A	N/A	N/A				
Eligible for II/USP	n/a	---	---				
Applied for II/USP Funding	n/a	---	---				
Received II/USP Funding	n/a	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	No
African American	---	---	N/A	---	---	N/A
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	N/A

Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	N/A	---	---	N/A
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	No
Socioeconomically Disadvantaged	---	---	N/A	---	---	N/A
English Learners	---	---	N/A	---	---	N/A
Students with Disabilities	---	---	N/A	---	---	N/A

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	7	14	20	1291	1261	1370	1703492	1735576	1772417
Number of Dropouts				7	6	10	47282	47899	48454
Dropout Rate (1-year)				0.5	0.5	0.7	2.8	2.8	2.7
Graduation Rate							85.9	86.7	86.9

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

The enrollment varies at MVHS throughout the year because of the nature of the school. There is one full time teacher and one part time teacher; enrollment ranges from 7-25.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

No data are available for this section

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	1	1	2
Teachers with Full Credential (full credential and teaching in subject area)	1	1	2
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)			
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

Data will be reported in 2004-05

Teacher Evaluations

Teacher evaluation is an on-going process because of the size of the school. The principal is in the classroom on a frequent basis, observing the teacher in many and varied circumstances. A formal evaluation is prepared annually.

Substitute Teachers

During the 2002-03 school year, there were several days when substitute teachers were not available. Other teachers on staff or administrators covered classes. In an effort to increase the number of substitute teachers in our pool, the Board increased the salary for

long-term commitment in the same assignment. The pay scale for substitute teachers is:

\$65	1-5 days
\$70	6-10 days
\$80	11-15 days
\$90	16-20 days
\$100	21 or more days

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

MVHS students have access to all district support staff, including a mental health counselor, librarian, part-time nurse, and other employees of the Madera County Office of Education.

There are no academic counselors at MVHS. However, these students have transferred to MVHS from Yosemite High School where they had access to the two counselors on staff. The teacher and principal assists students with their academic issues.

VII. Curriculum and Instruction

School Instruction and Leadership

An assistant principal at Yosemite High School is the principal for MVHS. He works closely with the staff to develop programs, plan curriculum, select textbooks and plan professional development activities for the staff. MVHS is an integral part of YHS.

The principal oversees the school instruction and provides the leadership for the school.

Professional Development

Facilitating continued positive professional growth for all teachers is a top priority for the Yosemite Joint Union High School District. The district budgets in excess of \$75,000 annually to support professional development. Each teacher and administrator is responsible for developing his/her own professional development plan. Teacher plans are aligned with the California Standards for the Teaching Profession. This process calls for teachers to specify the kinds of inservice, coursework, or conferences that will help them address student instructional needs identified by student assessments. The district is committed to helping each teacher obtain the kind of training he/she feels is necessary to achieve these objectives.

Staff development days for the past three years were:

- 1999-00 -- 2
- 2000-01-- 2
- 2001-02 -- 2

Quality and Currency of Textbooks and Other Instructional Materials

Students at MVHS have access to computers in the classroom which are connected to the Internet.

Because of the emphasis on aligning curriculum with local and state content standards, new textbooks and other instructional materials must be aligned with these standards. Board policy has been strengthened to provide a clear process for selection of instructional materials. Textbook adoption committees composed of teachers, parents, students and feeder school teachers make recommendations regarding instructional materials. Criteria for selection includes reading level, organization, age appropriateness, and most importantly, alignment with the content standards.

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Mountain View High School students are assigned 300 minutes of work per day, for 180 days per year. This totals 54,000 minutes per year. The state requirement is 32,940 minutes per year. The students spend part of their day at Yosemite High School

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days

Total Number of Minimum Days

Six minimum days for final testing schedule; two minimum days for STAR testing.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

These classes are not offered at MVHS

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students

enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

No data are available for this section

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

No data are available for this section

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

No data are available for this section

College Admission Test Preparation Course Program

MVHS does not have a college admission test preparation course

Degree to Which Students are Prepared to Enter Workforce

Work skills and a positive work ethic are stressed to our students. Classes are geared to job-related skills.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by

Education Code Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34805	34902
Mid-Range Teacher Salary	48269	56622
Highest Teacher Salary	62386	70431
Average Principal Salary (Elementary)		85352
Average Principal Salary (Middle)		
Average Principal Salary (High)	98048	
Superintendent Salary	\$117,676 (\$64,722-YHS; \$52,954 Coarsegold)	114786
Percent of Budget for Teacher Salaries	41.34	38.12
Percent of Budget for Administrative Salaries	4.48	6.10

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$8276065	\$6761	\$6969	\$6719

Types of Services Funded

Students at Mountain View High School have access to services provided through the district, including substance abuse counseling, psychological services and school nurse services.