



School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Central High (Continuation) School	District Name	Barstow Unified School District
Street	551 South Avenue H	Phone Number	760 255-6006
City, State, Zip	Barstow, CA 92311-2500	Web Site	www.barstow.k12.ca.us
Phone Number	760 255-6063	Superintendent	Jerry Bergmans, Ph.D.
Principal	James Davis	E-mail Address	jerry_bergmans@busdk12.com
E-mail Address	james_davis@busdk12.com	CDS Code	36676113630712

School Description and Mission Statement

This section provides information about the school's goals and programs.

Central High School is a California Public Continuation High School legally founded by the State of California for students with exceptional needs. The school serves approximately 225 students per year. The majority of students who enroll at Central High School are transfers from the local comprehensive high school.

Central High School provides a warm, caring atmosphere where students can work at their own educational pace and receive a high school diploma after all district and state requirements are met. The high school diploma awarded by Central High School is fully accredited by the Western Association of Schools and Colleges (WASC).

Central High School programs are built on the premise that there are individual differences in all students, and every student has the right to pursue their education. Central High School's ultimate goal is to foster a sense of responsibility and accountability, which in turn, leads the students to have increased satisfaction and self worth, improved skills, and higher expectations for themselves.

The Mission Statement of Central High School is: "Central High School will provide a safe and positive environment where young men and women of culturally diverse backgrounds develop into ethical individuals with personal integrity and initiative while learning critical thinking skills and becoming literate communicators who are responsible members of a changing society."

Opportunities for Parental Involvement

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

Parents and/or Guardians of Central High School students are highly encouraged to get involved in a myriad of programs ranging from ASB to Site Council to BUSD councils and advisory groups. If parents are interested, they are asked to contact Isaura Lopez at (760) 255-6063.

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Grade 9	54
Grade 10	65
Grade 11	54
Grade 12	33
Ungraded Secondary	0
Total Enrollment	212

Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	25 %	White (not Hispanic)	37.74 %
American Indian or Alaska Native	1.89 %	Multiple or No Response	0.94 %
Asian	%	Socioeconomically Disadvantaged	41 %
Filipino	%	English Learners	7 %
Hispanic or Latino	34 %	Students with Disabilities	12 %
Pacific Islander	0.94 %		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2004-05			Avg. Class Size	2005-06			Avg. Class Size	2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
Other	30		1		27		1		32		1			

II. School Climate

School Safety Plan

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

The Central High School Site Safety Plan was last updated September 05 and was discussed with the staff September 05.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Central High School has always been a safe harbor for student achievement and learning. Students have the opportunity to participate in community minded endeavors such as Service Learning, Associated Student Body (ASB), Christmas Caroling at the local convalescent home, CHS Annual Talent Show, and constructing a float for the Barstow Mardi-Gras Parade. Students are rewarded for studious, courteous, and responsible behavior through the "Centurion – Dedicated and Fierce" bi-weekly prize drawing. Students are also given an opportunity to earn "auction" points for such things as positive attendance, credits earned, and positive behavior. There is an annual auction held in December in which students can redeem their auction points to bid on prizes.

Central High School awards students for productivity in the classroom, perfect attendance, and Student of the Month at an awards assembly each month. The student to teacher ratio is held as close to 22:1 as possible which helps give students the opportunity to get the individual help they need on a regular basis.

Suspensions and Expulsions

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

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	11.1	32.7	50.5	42.5	38.5	35.7
Expulsions	0.5	0	0	1.1	1.1	0.8

III. School Facilities

School Facility Conditions and Improvements

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

Central High School is a self-contained school with its own building including classrooms, offices, counseling and career center, and an auditorium/gymnasium which makes for an excellent learning facility. Central High School went through an extensive facility modernization during the 1997/1998 school year.

Central High School also hosts auxiliary programs in self contained portable classrooms such as Cal-SAFE, Independent Study (both High School and Middle School), and Challenges Community Day School.

No deficiency of facilities was observed by district personnel (Maintenance Operations Supervisor) of inspection conducted September 19, 2006.

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

IV. Teachers

Teacher Credentials

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

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	9	8	9	306
Without Full Credential	0	1	1	36
Teaching Outside Subject Area of Competence	0	2		N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	5	
Total Teacher Misassignments	0	5	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	43.8 %	56.3 %
All Schools in District	85 %	15 %
High-Poverty Schools in District	82 %	18 %
Low-Poverty Schools in District	%	%

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Barstow Unified School District maintains an effective and adequate pool of substitute teachers.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Central High School's teacher evaluation procedures are aligned with the procedures set forth and agreed upon in the Collective Bargaining Agreement between Barstow Unified School District and the Barstow Educators Association.

V. Support Staff

Academic Counselors and Other Support Staff

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

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

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-5: Houghton Mifflin, 2003 6-12: McDougal Littell, 2001	0
Mathematics	K-5: Scott Foresman, 2001 6 th : <i>Mathematics Structure and Method, Course I</i> , McDougal Littell, 2001 7 th : <i>Mathematics Structure and Method, Course II</i> , McDougal Littell, 2001 8 th : <i>Algebra</i> , McDougal Littell, 2000 9-12: <i>Algebra 1 and 2, Geometry</i> , McDougal Littell, 1998 <i>Calculus of a Single Variable</i> , and <i>Pre Calculus with Limits</i> , Houghton Mifflin, 2006 and 1997	0
Science	K-5: Scott Foresman, 2008 6-8: Pearson-Prentice Hall, 2008 9-12: <i>Chemistry</i> (2008), <i>Conceptual Physics</i> (2006), <i>Biology</i> (2008) – Prentice Hall, <i>Physics</i> – Holt, 2007	0
History-Social Science	K-5: Scott Foresman, 2006 6-8: McDougal Littell, 2006 9-12: <i>Economics</i> - McGraw Hill 2004 <i>American Government: Continuity and Change</i> – Pearson Longman 2004 <i>World History: The Modern World</i> – Prentice Hall 2006 <i>The Americans: Reconstruction to the 21st Century</i> , McDougal Littell 2006	0
Foreign Language	French: <i>Discovery French</i> – ECM/ Paradigm German: <i>Deutsch Aktuell</i> – ECM/ Paradigm Spanish: <i>Paso a Paso</i> – Scott Foresman	0
Health	9-12: <i>Health Skills for Wellness</i> - Prentice Hall	0
Science Laboratory Equipment (grades 9-12)		0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8053	\$3428	\$4625	\$53,361
District	N/A	N/A	\$7033	\$49,779
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$4,943	\$58,776
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded

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

Independent Study Program (ISP) for K -12 Challenges Community Day School for K-6 Cal-SAFE Program for Middle School and High School SUCCESS Program CAHSEE Tutorial Program Regional Occupation Program (ROP) Gifted And Talented Education Program (GATE) English Language Learners Program (ELL)

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,743	\$38,479
Mid-Range Teacher Salary	\$53,361	\$60,306
Highest Teacher Salary	\$69,486	\$74,193
Average Principal Salary (Elementary)	\$81,715	\$92,985
Average Principal Salary (Middle)	\$83,760	\$98,305
Average Principal Salary (High)	\$91,871	\$107,384
Superintendent Salary	\$124,476	\$155,314
Percent of Budget for Teacher Salaries	39 %	41 %
Percent of Budget for Administrative Salaries	6 %	6 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	2	13	14	29	30	32	40	42	43
Mathematics	6	4	4	27	27	28	38	40	40
Science	7	6	5	12	18	24	27	35	38
History-Social Science	4	2	2	18	16	14	32	33	33

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	3	0	*	0
American Indian or Alaska Native	*	*		*
Asian				
Filipino				
Hispanic or Latino	7	6	0	0
Pacific Islander	*		*	*
White (not Hispanic)	31	4	16	6
Male	15	7	4	3
Female	14	0	6	2
Economically Disadvantaged	11	8	4	0
English Learners	0	*	*	*
Students with Disabilities	5	*	*	0
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading		*	*	29	30	33	41	42	42
Mathematics		*	*	39	40	40	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	*	*
Male	*	*
Female	*	*
Economically Disadvantaged	*	*
English Learners		
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

The District has developed criterion-referenced tests in the areas of reading/language arts and math. These tests are administered each trimester and allow teachers the opportunity to assess what students know and what needs to be retaught for mastery. CRT scores are indicated on the individual student report card.

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	15.8	40	49	13	38	51	7	33	49
Mathematics	4.5	40	45	7	30	47	4	34	50

CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	93	7	0	96	4	0
Male	100	0	0	100	0	0
Female	88	13	0	94	6	0
African American	88	13	0	89	11	0
American Indian or Alaska Native	*	*	*	*	*	*
Asian						
Filipino						
Hispanic or Latino	100	0	0	100	0	0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	88	13	0	100	0	0
English Learners	100	0	0	100	0	0
Socioeconomically Disadvantaged	96	4	0	96	4	0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	100	0	0	100	0	0

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	18

IX. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

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

API Rank	2004-05	2005-06	2006-07
Statewide	B	B	B
Similar Schools	B	B	B

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	79	38		462
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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

AYP Overall and by Criteria

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

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

Federal Intervention Program

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38.5

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	21.4	47.3	31.6	4	7	5	3	3	4
Graduation Rate	61.8	50.6	28.6	83	83	78	85	85	83

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	97	78	N/A
African American	60	74	N/A
American Indian or Alaska Native	50	87	N/A
Asian	N/A	88	N/A
Filipino	N/A	50	N/A
Hispanic or Latino	100	77	N/A
Pacific Islander	N/A	57	N/A
White (not Hispanic)	100	87	N/A
Socioeconomically Disadvantaged	100	74	N/A
English Learners	63	99	N/A
Students with Disabilities	0	0	N/A

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Regional Occupations Program (ROP) Residential Carpentry Certification Program Wood Technology

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	39
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	100

Courses for University of California and/or California State University Admission

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

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	3		
Average Verbal Score			
Average Math Score			
Average Writing Score	N/A		

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The philosophy of Central High School encompasses the belief that the role of the school community is to assist students in accepting the responsibility to participate fully as an adult member of society.

Central High School's philosophy recognizes the dignity and worth of each individual and the importance of self-concept. We provide an opportunity for students to earn a high school diploma while displaying good habits of conduct and work, cooperative attitudes in all relationships, and the ability to adjust to the constantly changing demands of life.

Central High School provides an alternative program to meet the unique educational needs of students who are unable to attend and/or succeed in the comprehensive high school. This program is designed to improve student attitudes and basic skills and to encourage students to expand their goals through flexible, individualized instruction in a small school situation. We aim to provide maximum opportunity for growth and development of potential while allowing students to progress at their own pace.

Central High School had a Western Association of Schools and Colleges (WASC) accreditation visit during the 2005/2006 school year. Overall areas of strength included: highly qualified teachers dedicated to meeting the needs of at-risk high school students; one-on-one initial intake with the principal establishes immediate rapport and culture building; many opportunities offered within and outside the school district for ongoing staff development; effective school leadership; programs to improve literacy; highly effective math instruction; highly effective writing instruction; positive school culture; clear and concise school vision; high levels of parent and community support; effective student incentive programs; strong system of support emanating from the district administration and governing board; variety of activities and opportunities for student involvement; commitment to post-high school education and career planning; and a physical plant that is clean, safe, and adequate.

The instructional leadership team is working towards addressing the Critical Areas for Follow-up mentioned in the final WASC Report. Central High School has adopted the Edusoft system to formalize student data analysis. The science and social studies departments are currently researching new standards based curriculums as well as engaging in out-of-district school site visits to glean effective instruction and curriculum ideas. Central High School offers a formalized tutorial program to assist all students in CAHSEE success. Central High School has equipped its computer lab with brand new Dell computers and all of them have internet accessibility. Furthermore, additional new Dell computers have been installed in all classrooms for student use and research.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Barstow Unified School District offered two buy-back days at the onset of the school year to allow teachers and classroom instructional aides to engage in effective staff development in a number of areas. Some of the areas of inservice provided and sponsored by Barstow Unified School District are SDAIE training and Differentiated Teaching Strategies. The administration at Central High School encourages its educational staff to seek out and take advantage of opportunities to develop and improve their ability to address the educational needs of its students. The administration also serves as an informational conduit to provide teachers with updates, tips, and information regarding staff development opportunities. BTSAs opportunities are offered throughout the Barstow Unified School District.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	66,600	64,800
10	66,600	64,800
11	66,600	64,800
12	66,600	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.
