

# Sherman E. Burroughs High School

500 East French Street • Ridgecrest CA, 93555 • (760) 499-1800 • Grades 9-12

Bryan Auld, Principal

bauld@ssusd.org

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### Sierra Sands Unified School District

113 Felspar  
Ridgecrest CA, 93555  
(760) 499-1600  
ssusdschools.org

#### District Governing Board

William Farris, President

Amy Castillo Covert, Member

Timothy Johnson, Member

Kurt Rockwell, Member

Michael Scott, Vice President

#### District Administration

Ernest Bell  
**Superintendent**

Christina Giraldo  
**Assistant Superintendent, Business  
Services**

Shirley Kennedy  
**Assistant Superintendent, Curriculum  
and Instruction**

Elaine Littleton  
**Executive Director of SELPA**

David Ostash  
**Assistant Superintendent of Human  
Resources**

### Principal's Message

Welcome to the 2014-2015 school year. I sincerely hope that you are as excited for the start of the school year as I am. This year will be very special to me as it is my first as principal. In addition to being a graduate of Burroughs High School (Class of 1992), I have devoted my entire career to serving the school and community. Burroughs High School is "home" for me and, as such, I take great pride in promoting and maintaining the many programs and opportunities which have earned the school so many honors and distinctions.

Burroughs High School is unique, not just because of its isolated geographical location or unusual mascot, but because of the uncommon balance that exists between maintaining traditional high school experiences and instituting progressive programs and courses. We are proud to offer a comprehensive experience so that students have opportunities to enrich their time at BHS. Our highly qualified faculty will facilitate rigorous and relevant instructional programs which will prepare students for life after high school. Alongside this focus on college and career readiness, we offer courses and programs to assist students who need additional support. A vibrant and robust offering of co- and extra-curricular opportunities are available based on individual interests. In addition, student-athletes have access to competitive play in the California Interscholastic Federation and Mojave River League. And finally, students will have opportunity to become members of a spirited school community that values safety, support, and school pride.

Bryan Auld  
Principal

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (760) 499-1800.

### 2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	366
Gr. 10	384
Gr. 11	336
Gr. 12	317
<b>Total</b>	<b>1,403</b>

### 2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	1.0
Asian	3.1
Filipino	2.4
Hispanic or Latino	23.2
Native Hawaiian/Pacific Islander	1.5
White	62.2
Two or More Races	0.7
Socioeconomically Disadvantaged	40.9
English Learners	3.6
Students with Disabilities	10.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Sherman E. Burroughs High School	12-13	13-14	14-15
<b>Fully Credentialed</b>	64	58	55
<b>Without Full Credential</b>	3	4	4
<b>Teaching Outside Subject Area of Competence</b>	7	6	8

  

Sierra Sands Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	202
<b>Without Full Credential</b>	♦	♦	10
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at this School

Sherman E. Burroughs High	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	1	2
<b>Total Teacher Misassignments</b>	6	6	6
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	89.58	10.42
<b>Districtwide</b>		
<b>All Schools</b>	90.54	9.46
<b>High-Poverty Schools</b>	91.24	8.76
<b>Low-Poverty Schools</b>	89.58	10.42

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

We choose our textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>The Language of Composition (2008) BedFord/Martin's Adopted in 2013</p> <p>Expository Reading and Writing Adopted in 2013</p> <p>An Introductory to Poetry (2002) Adopted in 2003</p> <p>High Point (Hampton Brown) (2002) Adopted in 2003</p> <p>Holt Literature and Language Arts (2003) Adopted in 2003</p> <p>SRA Corrective Reading (2002) Adopted in 2003</p> <p>The Readers Choice (2002) Adopted in 2003</p> <p>Timeless Voices Timeless Themes (2002) Adopted in 2003</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Pre-Algebra and Introductory Algebra (2007) Adopted in 2008</p> <p>Algebra Concepts and Applications, CA Edition (2005) Adopted in 2008</p> <p>Algebra 1, CA Edition (2007) Adopted in 2008</p> <p>Discovering Geometry, An Investigative Approach (2008) Adopted in 2008</p> <p>Geometry, CA Edition (2007) Adopted in 2008</p> <p>Algebra 2, CA Edition (2007) Adopted in 2008</p> <p>Pre-Calculus with Limits, A Graphing Approach (2008) Adopted in 2008</p> <p>Calculus of a Single Variable, 8th Edition (2006) Adopted in 2008</p> <p>Pacemaker: Basic Mathematics, 3rd Edition (2000) Adopted in 2008</p> <p>Pacemaker, Pre-Algebra, 2nd Edition (2001) Adopted in 2006</p> <p>Life Skills Math (2003) Adopted in 2008</p> <p>Math for the World of Work (2002) Adopted in 2008</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b> The textbooks listed are from most recent adoption:      Yes Percent of students lacking their own assigned textbook:      0	The Central Science (AP Chemistry) Pearson Prentice Hall Adopted in 2013  Biology (AP) (2006) Adopted in 2007  Biology (Conceptual) (2008) Adopted in 2007  Biology: Concepts & Connections (Honors) (2006) Adopted in 2007  Biology: (CP) (2007) Adopted in 2007  Conceptual Physics (2006) Adopted in 2007  Essentials of Anatomy and Physiology (2007) Adopted in 2007  Forensic Science: An Introduction (2008) Adopted in 2007  Holt Earth Science (2007) Adopted in 2007  Holt Physics (2004) Adopted in 2007  Pacemaker: Biology (2004) Adopted in 2007  Prentice Hall Chemistry (2007) Adopted in 2007  Zoology (2007) Adopted in 2007

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b> The textbooks listed are from most recent adoption:      Yes Percent of students lacking their own assigned textbook:      0	American Anthem: Modern American History (CP) (2007) Adopted in 2006  American Government (AP) (2006) Adopted in 2006  Economics (2003) Adopted in 2006  Economics (AP) (2005) Adopted in 2006  Modern World History: Patterns of Interaction (CP) (2006) Adopted in 2006  Pacemaker: American Government (2005) Adopted in 2006  Pacemaker: Economics (2001) Adopted in 2006  Pacemaker: World Geography and Cultures (2002) Adopted in 2006  Pacemaker: World History (2002) Adopted in 2006  The American Pageant (AP) (2007) Adopted in 2006  United States Government: Democracy in Action (2006) Adopted in 2006  World Geography (2006) Adopted in 2006  World History Modern Times (Honors) (2006) Adopted in 2006  World History: The Modern World (2007) Adopted in 2006
<b>Foreign Language</b> The textbooks listed are from most recent adoption:      Yes Percent of students lacking their own assigned textbook:      0	Ven conmigo! Holt, Rinehart, Winston Adopted in 2005  Ven conmigo! Nuevas Vistas: Course 1 Holt, Rinehart, Winston Adopted in 2005
<b>Health</b> The textbooks listed are from most recent adoption:      Yes Percent of students lacking their own assigned textbook:      0	Health and Wellness Glencoe Adopted in 2009
<b>Visual and Performing Arts</b> The textbooks listed are from most recent adoption:      Yes Percent of students lacking their own assigned textbook:      0	Art in Focus Glencoe/McGraw-Hill Adopted in 2008  Art Talk Glencoe/McGraw-Hill Adopted in 2008  Creating and Understanding Drawing Glencoe/McGraw-Hill Adopted in 2008  Gardner's Art Through the Ages Thomson/Wadsworth Adopted in 2008

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science Laboratory Equipment</b> The textbooks listed are from most recent adoption:      Yes Percent of students lacking their own assigned textbook:      0	A science computer lab and Venier lab equipment was purchased in 2013.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**Buildings**

A new \$7 million Career Technology Education building officially opened in April 2011 for instruction. CTE and Project Lead the Way courses are taught in the four new state of the art classrooms. There have been several additional improvements and modifications to the campus. The eaves, trim, and doors of all buildings are cleaned and painted on an as-needed basis each summer. Our parking lots have been refurbished and painted. The PE facilities have been upgraded significantly, with improved watering systems and maintenance. With the passing of the bond (Measure A), over \$22 million worth of improvements are now completed.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Burroughs High School will undergo \$32 million in modernization as well as new construction due to the award of a grant from the Department of Defense. All of the classroom wings will be modernized, a new administration building will be constructed at the front of the school, a new parking lot for students and guests will be constructed, new stadium lighting and a new ticket booth/snack bar will be built, and various improvements will be made to landscaping around campus.

**Library**

The library houses 35 Internet-connected computers with access to several online databases. Teachers use the lab for instruction and take advantage of the updated reference section of the library. The library is open daily before and after school, offering students a quiet place to study, read, and do research. We have one full-time and one part-time library technicians who provide assistance and help identify resources that support our educational programs.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11-04-14**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	No apparent problems.
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	No apparent problems.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	No apparent problems.
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	One sink drain was found to be damaged. A work order was submitted to make the necessary repair.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	The inspector found leaks in 11 classrooms. Work orders were submitted to make the necessary repairs.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	No apparent problems.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	[X]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	69	67	65	69	68	66	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	58	59	62	54	59	59	54	56	55
Math	35	32	32	52	53	54	49	50	50
HSS	53	59	63	48	54	56	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	8	8
Similar Schools	7	8	9

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### 2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.7	29.0	39.9

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	65
Male	68
Female	62
Black or African American	50
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	59
Native Hawaiian/Pacific Islander	
White	69
Two or More Races	
Socioeconomically Disadvantaged	48
English Learners	
Students with Disabilities	14
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	8	12	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	10	53	18
Native Hawaiian/Pacific Islander			
White	7	0	-2
Two or More Races			
Socioeconomically Disadvantaged	2	24	10
English Learners			
Students with Disabilities	-14		

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Our PTSO focuses on raising money for student scholarships and teacher recognition. Our School Site Council and English Language Advisory Committee include parents, who play a vital role in developing and approving site plans which includes budget allocations. This year, Mr. Auld continued the popular quarterly "Principal's Coffee" events. Booster organizations comprise parents who raise money and assist with school trips and at school competitions. Parents organize a Safe Graduation Party at the end of the year for all graduating seniors in our community. Our parents remain involved with their children's education and help with many of our campus programs. The contact person for parent involvement is Bryan Auld, our principal.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Three full-time campus supervisors monitor our campus beginning one hour before school begins continuing until 30 minutes after dismissal. In addition, four part-time noon-duty supervisors are available to assist with supervision at lunch. A school resource officer is on site for the majority of each school day. Our 64-camera surveillance system and campuswide speaker system ensure safety. All visitors must register with our office and wear a visitor's badge. Students and staff members are also required to carry name badges with them at all times. We revise our school safety plan every year and hold annual evacuation and lockdown drills. Our campus is closed except during lunch.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	12.4	8.5	8.3
Expulsions Rate	0.3	0.9	0.2
District	11-12	12-13	13-14
Suspensions Rate	9.3	8.8	7.7
Expulsions Rate	0.2	0.5	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.8
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist	5.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	356

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	24.7	25	25	14	12	12	43	45	39	3	2	6
Math	29.1	27	27	5	7	8	15	18	20	16	15	13
Science	26.9	26	25	3	5	9	36	35	32	0		
SS	28.5	29	29	9	7	7	9	9	15	24	26	20

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,782	\$38,920
Mid-Range Teacher Salary	\$56,710	\$59,803
Highest Teacher Salary	\$76,832	\$78,096
Average Principal Salary (ES)	\$93,365	\$95,836
Average Principal Salary (MS)	\$95,932	\$99,849
Average Principal Salary (HS)	\$105,597	\$107,599
Superintendent Salary	\$142,368	\$151,912
Percent of District Budget		
Teacher Salaries	34	37
Administrative Salaries	5	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6004	821	5183	58586
District	♦	♦	4566	\$59,464
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			13.5	-1.8
Percent Difference: School Site/ State			-6.4	-7.3

### Types of Services Funded at Sherman E. Burroughs High School

School improvement funds and state and federal funds that are earmarked for specific purposes are used for professional development and classroom needs. Our hardworking booster groups (Burros Boosters, Music Boosters, B-Mountain Foundation, PTSO) raise over \$100,000 annually to support our students, musicians, artists, and athletes. Our PTSO raises a few thousand dollars per year and manages the school trust fund, which awards several student scholarships at the end of the year.

### Professional Development provided for Teachers at Sherman E. Burroughs High School

This year staff development continued to focus on enhancing classroom instruction by developing benchmark assessments to measure student progress and aligning curriculum with the content standards. In addition, we continue to provide staff with technology training in Web-based classroom page design, AVID, PLC, PowerPoint instruction, Illuminate assessment, PAMS, and other computer-related topics. Staff also received training in classroom organization and discipline strategies and in standards-based assessment.

### 2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	28	29	43	35	22
All Students at the School	41	29	30	41	36	23
Male	45	28	27	40	35	25
Female	36	30	34	43	37	21
Black or African American	56	31	13	60	27	13
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	46	32	22	51	35	14
Native Hawaiian/Pacific Islander						
White	37	29	34	35	37	28
Two or More Races						
Socioeconomically Disadvantaged	56	32	12	58	28	14
English Learners	100			93	7	
Students with Disabilities	93	2	5	93	7	
Students Receiving Migrant Education Services						

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Sherman E. Burroughs High School	2011-12	2012-13	2013-14
English-Language Arts	62	60	59
Mathematics	56	60	59
Sierra Sands Unified School District	2011-12	2012-13	2013-14
English-Language Arts	60	58	58
Mathematics	54	58	57
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	93.42	87.88	84.56
Black or African American	81.25	88.24	75.90
American Indian or Alaska Native	100.00	100.00	77.82
Asian	100.00	100.00	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	88.33	78.05	80.83
Native Hawaiian/Pacific Islander	80.00	80.00	84.06
White	94.97	89.74	90.15
Two or More Races	133.33	125.00	89.03
Socioeconomically Disadvantaged	90.36	79.51	82.58
English Learners	54.55	58.82	53.68
Students with Disabilities	80.00	78.05	60.31

Dropout Rate and Graduation Rate			
Sherman E. Burroughs High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.7	4.1	2.1
Graduation Rate	96.06	93.73	95.21
Sierra Sands Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	4.5	4.7	2.8
Graduation Rate	92.35	89.97	92.66
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	3	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science	3	♦
Social Science	3	♦
All courses	11	0.5

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	68.44
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	20.42

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	608
% of pupils completing a CTE program and earning a high school diploma	87%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

#### Career Technical Education Programs

ROP Automotive Careers  
 ROP Construction  
 Wood I  
 Wood II  
 Wood III  
 Principles of Engineering  
 Introduction to Engineering Design  
 Digital Electronics  
 Civil Engineering and Architecture  
 ROP Health Careers  
 Metal I  
 Metal II  
 Metal III  
 ROP Criminal Justice  
 ROP Restaurant Careers  
 ROP TV Video Production