

Maxwell High School

515 Oak St./P.O. Box 788 • Maxwell, CA 95955-0788 • (530) 438-2291 • Grades 7-12

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Maxwell Unified School District

515 Oak St./P.O. Box 788
Maxwell, CA 95955-0788
530.438.2291
maxwell.k12.ca.us

District Governing Board

Diana Azevedo
Kelly Haywood
Kim Giffin
Tom Charter
Cristy Edwards

District Administration

Rich Rhodes
Superintendent

School Description

Maxwell High School believes a student's development is based upon his or her total educational experience, and recognizes that the shaping of this experience is a joint effort between home and school. Maxwell High School believes it must provide an environment that is student-centered, one that encourages growth and change, and promotes a wide range of learning styles. Maxwell High School is committed to not only teaching the basics, but also teaching those skills that will make for a successful life.

Maxwell High School is a small rural comprehensive high school serving grades from seventh through twelfth. Our school boundaries cover approximately 387 square miles. In the past ten years Maxwell High School has been rated by Standards and Pools as one of the nation's best high schools; receiving three bronze awards.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians and community members should contact the school at (530) 438-2291 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 24 |
| Grade 10 | 27 |
| Grade 11 | 28 |
| Grade 12 | 24 |
| Total Enrollment | 103 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| American Indian or Alaska Native | 2.9 |
| Hispanic or Latino | 47.6 |
| White | 47.6 |
| Two or More Races | 1.9 |
| Socioeconomically Disadvantaged | 54.4 |
| English Learners | 12.6 |
| Students with Disabilities | 10.7 |

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 | | | |
|---|-------|-------|-------|
| Maxwell High School | 13-14 | 14-15 | 15-16 |
| With Full Credential | | | |
| Without Full Credential | | | |
| Teaching Outside Subject Area of Competence | | | |
| Maxwell Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Maxwell High School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | | |
| Total Teacher Misassignments | 0 | | |
| Vacant Teacher Positions | 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

| 2014-15 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 |
| This School | 82.4 | 17.7 |
| Districtwide | | |
| All Schools | 84.6 | 15.4 |
| High-Poverty Schools | 84.6 | 15.4 |
| Low-Poverty Schools | 0.0 | 0.0 |

* 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 2015-16)

| Textbooks and Instructional Materials Year and month in which data were collected: 2008 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Elements of Literature, Holt, rinehart & winston The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Algebra I , Mcdougal Littell; Algebra II, McDougal Littell; Trigonometry, McDougal Littell The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Earth Science, Holt The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | World History Modern Times, glencoe/McGraw Hill;Civics today, Glencoe/McGraw hill; The American Vision, Glencoe/McGraw/Hill, World Geography and Culture, Glencoe The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Foreign Language | Bienvenidos 1997, Glencoe, Abordo, 1997, Glencoe The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Health | Holt Health 1999; Holt Chemistry 1999; California Focus on Physical Science, 2008, Prentice Hall; California Focus on Life Science, 2008, Prentice Hall; Conceptual Physics, 1999, Scott Foresman/Addison Wesley;; Biology, 2007, Glencoe. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Visual and Performing Arts | N/A The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science Laboratory Equipment | N/A Percent of students lacking their own assigned textbook: 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 2013 | | | | |
|---|---------------|------|------|--|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | HVAC repairs will be completed using Proposition 39. |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month in which data were collected: June 2013 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 43 | 34 | 44 |
| Math | 13 | 24 | 33 |

* 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.

| 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 | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 54 | 54 | 59 | 50 | 54 | 54 | 59 | 60 | 56 |

* Results are for 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.

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |

* 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.

| 2014-15 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 | 54 |
| All Student at the School | 59 |
| Male | 64 |
| Female | 61 |
| American Indian or Alaska Native | -- |
| Hispanic or Latino | 48 |
| White | 78 |
| Socioeconomically Disadvantaged | -- |
| English Learners | -- |
| Students with Disabilities | 45 |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

* 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.

| School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) | | | | | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | | | | |
| Student Group | Grade | Number of Students | | Percent of Students | | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 7 | 3 | 1 | 33.3 | -- | -- | -- | -- |
| | 8 | 24 | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | 29 | 29 | 100.0 | 24 | 31 | 41 | 3 |
| Male | 7 | | 1 | 33.3 | -- | -- | -- | -- |
| | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 14 | 48.3 | 43 | 29 | 21 | 7 |
| Female | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 15 | 51.7 | 7 | 33 | 60 | 0 |

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| American Indian or Alaska Native | 11 | | 2 | 6.9 | -- | -- | -- | -- |
| Hispanic or Latino | 7 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 16 | 55.2 | 19 | 44 | 31 | 6 |
| White | 7 | | 1 | 33.3 | -- | -- | -- | -- |
| | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 11 | 37.9 | 27 | 9 | 64 | 0 |
| Socioeconomically Disadvantaged | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 9 | 31.0 | -- | -- | -- | -- |
| English Learners | 7 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 5 | 17.2 | -- | -- | -- | -- |
| Students with Disabilities | 7 | | 0 | 0.0 | -- | -- | -- | -- |
| | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 4 | 13.8 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 11 | | 1 | 3.4 | -- | -- | -- | -- |
| Foster Youth | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |
| | 11 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 7 | 3 | 1 | 33.3 | -- | -- | -- | -- |
| | 8 | 24 | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | 29 | 29 | 100.0 | 52 | 31 | 14 | 0 |
| Male | 7 | | 1 | 33.3 | -- | -- | -- | -- |
| | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 14 | 48.3 | 43 | 43 | 7 | 0 |
| Female | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 15 | 51.7 | 60 | 20 | 20 | 0 |
| American Indian or Alaska Native | 11 | | 2 | 6.9 | -- | -- | -- | -- |
| Hispanic or Latino | 7 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 16 | 55.2 | 56 | 31 | 13 | 0 |

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| White | 7 | | 1 | 33.3 | -- | -- | -- | -- |
| | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 11 | 37.9 | 45 | 27 | 18 | 0 |
| Socioeconomically Disadvantaged | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 9 | 31.0 | -- | -- | -- | -- |
| English Learners | 7 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 5 | 17.2 | -- | -- | -- | -- |
| Students with Disabilities | 7 | | 0 | 0.0 | -- | -- | -- | -- |
| | 8 | | 0 | 0.0 | -- | -- | -- | -- |
| | 11 | | 4 | 13.8 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 11 | | 1 | 3.4 | -- | -- | -- | -- |
| Foster Youth | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |
| | 11 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Maxwell High School encourages parents and family members to take an active role in schoolwide activities. We are always looking for parent to become active either in the classroom, with extracurricular activities or on the School Site Council. Parent currently support our Nationally ranked Future Farmers of America and our Future Business Leaders programs as well as all of championship athletic teams.

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

Our School Safety Plan outlines the responses for earthquakes, fire, and intruder alerts. An emergency drill is conducted twice yearly. A sign is posted outside the office door in two languages stating that all visitors must sign in. All athletic coaches are fingerprinted and screened by the DOJ and must show proof of being trained in CPR and first aid. Our district has also adopted zero tolerance policies against drug usage and gang activity.

Suspensions and Expulsions

| School | 2012-13 | 2013-14 | 2014-15 |
|------------------|---------|---------|---------|
| Suspensions Rate | 0.00 | 17.50 | 6.71 |
| Expulsions Rate | 0.78 | 0.00 | 0.00 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 0.25 | 10.10 | 4.29 |
| Expulsions Rate | 0.25 | 0.00 | 0.00 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | Yes | Yes | Yes |
| Met Attendance Rate | N/A | Yes | Yes |
| Met Graduation Rate | N/A | N/A | Yes |

| 2015-16 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | | 1 |
| Percent of Schools Currently in Program Improvement | | 100.0 |

Average Class Size and Class Size Distribution (Secondary)

| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|---------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 17 | 14 | 10 | 5 | 8 | 11 | 2 | | | | | |
| Math | 16 | 14 | 8 | 5 | 6 | 9 | 1 | 1 | | | | |
| Science | 14 | 15 | 8 | 5 | 4 | 6 | | | | | | |
| SS | 19 | 19 | 13 | 3 | 3 | 5 | 2 | 2 | 3 | | | |

* 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.

| Academic Counselors and Other Support Staff at this School | |
|--|-------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 1 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 154:1 |

* 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.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$42,306 | \$38,953 |
| Mid-Range Teacher Salary | \$58,036 | \$57,103 |
| Highest Teacher Salary | \$75,863 | \$74,127 |
| Average Principal Salary (ES) | | \$90,225 |
| Average Principal Salary (MS) | | \$98,146 |
| Average Principal Salary (HS) | | \$97,758 |
| Superintendent Salary | \$117,656 | \$117,803 |
| Percent of District Budget | | |
| Teacher Salaries | 36% | 34% |
| Administrative Salaries | 8% | 7% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Maxwell High School does not receive categorical funding and uses on General fund money to support school program.

| 2014-15 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 | 35 | 23 | 38 | 50 | 12 |
| All Students at the School | 42 | 35 | 23 | 38 | 50 | 12 |
| Male | 54 | 31 | 15 | 46 | 46 | 8 |
| Female | 31 | 38 | 31 | 31 | 54 | 15 |
| Hispanic or Latino | 46 | 38 | 15 | 54 | 46 | |
| Socioeconomically Disadvantaged | 50 | 31 | 19 | 56 | 44 | |

* 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.

Professional Development provided for Teachers

Maxwell Unified School District provides one day of professional development to all certificated employees each year. New teachers are provided support through the Beginning teacher Support and Assessment (BTSA) program with a district support Provider and county BTSA meetings. In-service includes computer technology training, and differentiated instruction strategies. All teachers are encouraged to attend conferences and workshops and share their information with the other staff. Teachers returning from additional training are supported through additional funding to implement new methodologies.

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 1741 | 522 | 1219 | 60657 |
| District | ♦ | ♦ | 1473 | \$60,545 |
| State | ♦ | ♦ | \$5,348 | \$59,460 |
| Percent Difference: School Site/District | | | -17.2 | -4.6 |
| Percent Difference: School Site/ State | | | -78.0 | 3.5 |

* Cells with ♦ do not require data.

| CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced | | | |
|--|---------|---------|---------|
| Maxwell High School | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 76 | 69 | 58 |
| Mathematics | 56 | 69 | 62 |
| Maxwell Unified School District | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 76 | 69 | 58 |
| Mathematics | 56 | 69 | 62 |
| California | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 57 | 56 | 58 |
| Mathematics | 60 | 62 | 59 |

* 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.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Maxwell High School | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 6.90 | 0.00 | 3.60 |
| Graduation Rate | 89.66 | 100.00 | 96.43 |
| Maxwell Unified School District | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 10.00 | 0.00 | 3.60 |
| Graduation Rate | 86.67 | 100.00 | 96.43 |
| California | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 13.10 | 11.40 | 11.50 |
| Graduation Rate | 78.87 | 80.44 | 80.95 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 58 |
| % of pupils completing a CTE program and earning a high school diploma | 100% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0% |

Career Technical Education Programs

The Maxwell High School Agricultural Program offer many different courses to its students. First year agricultural students enroll in the Agriculture Core class, which allows students to choose which career path they would like. Next, students take Agricultural biology which meets U.C. requirements for Biological Life Sciences. From there, students choose between Equine Science, Agricultural Business, floral Design, Woodshop, or Agricultural Mechanics. All agricultural classes are aligned with the State Model Curriculum standards for Agriculture and some are articulated with Yuba College. These classes meet high school graduation credit for science, art, or elective credit. Agricultural classes at Maxwell High School allow students to develop leadership skills, workplace learning, and the opportunity to explore a variety of careers. with the many field days, leadership conferences, speaking contests, State and regional meetings, as well as fairs and shows, students have the opportunity to visit many colleges and universities to help them determine where they will continue education after high school.

The effectiveness of the Agricultural program is determined by the number of program completers at the end of four years of high school, the program completers in the regional occupation program and the feedback by the Maxwell High School Agriculture Advisory Board. The Agriculture program encourages participation by all students including special populations and prides itself on the diversity of its students.

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2014 | | |
| | School | District | State |
| All Students | 103.85 | 103.85 | 84.6 |
| Black or African American | | | 76 |
| American Indian or Alaska Native | 100 | 100 | 78.07 |
| Asian | | | 92.62 |
| Filipino | | | 96.49 |
| Hispanic or Latino | 109.09 | 109.09 | 81.28 |
| Native Hawaiian/Pacific Islander | | | 83.58 |
| White | 100 | 100 | 89.93 |
| Two or More Races | | | 82.8 |
| Socioeconomically Disadvantaged | | | 61.28 |
| English Learners | 100 | 100 | 50.76 |
| Students with Disabilities | 110 | 110 | 81.36 |
| Foster Youth | -- | -- | -- |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|---|---------|
| UC/CSU Course Measure | Percent |
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission | 99.04 |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 18.52 |

| 2014-15 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | | ♦ |
| Science | | ♦ |
| Social Science | | ♦ |
| All courses | | |

* Where there are student course enrollments.

Business Department CTE Program: The Business Department offers a computer applications program that is aligned to the model curriculum standards. the course teaches various software applications such as: Microsoft Office, Adobe Photoshop, Adobe InDesign, and Macromedia Dreamweaver (Web Page Design) Students also prepare an employment portfolio, which includes a career self-awareness, ethics in business, resume, cover letter, employment application, and job interviewing techniques.

Agricultural Mechanics Dpartment CTE Program: Agricultural Mechanics , offers students training in welding fabrication, and repair techniques used in farm, industrial, and fabrication shops..The class introduces students to quality and time standards. Students are encouraged to take advantage of the leadership and vocational opportunities offered in the FFA. Emphasis is placed on the development of independent work skills through team and individualized instruction; increasingly difficult projects will be assigned and supervised by the instructor and work must meet quality standards set by the instructor. Depending on the scope of the students' projects, students may pick up additional skills in machining, electrical, hydraulics, engine repair, and computer aided drafting.

The course goal is to prepae students for careers as farm and industrial mechanics and technicians, farm and industrial shop and equipment foremen, machine operators, welders, fitters, layout men, assemblers, and farm managers. In addition, this course provides a practical foundation for students in careers in agricultural and mechanical engineering.

Maxwell High School offers Regional Occupation Programs, including: ROP Floral Design; ROP Agricultural Mechanics; ROP Graphic Communications

The district's career technology advisory committee and the indutries represented are: David Damme, Information Technology; Lori Niesen, Ornamental Horticulture; Gary Lederer, agricultural Mechanics.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.