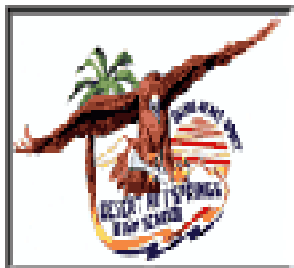


School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07



Desert Hot Springs High



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	Desert Hot Springs High	District Name	Palm Springs Unified
Street	65850 Pierson Blvd.	Phone Number	760-416-6003
City, State, Zip	Desert Hot Springs, CA 92240-	Web Site	www.psusd.us
Phone Number	760-288-7000	Superintendent	Dr. Lorri McCune
Principal	Dr. Milton Jones	E-mail Address	webmaster@psusd.us
E-mail Address	mjones@psusd.us		

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School Description and Mission Statement

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

Desert Hot Springs High School opened its doors to the Desert Hot Springs community on September 7, 1999, with an initial enrollment of 642. The school began with freshmen and sophomores and has added a class each year, graduating its first class of 162 seniors in June 2002. One of three comprehensive high schools in the Palm Springs Unified School District, DHSHS is its newest. Desert Hot Springs High School serves students from the communities of Desert Hot Springs, North Palm Springs, Sky Valley, and the unincorporated areas of Painted Hills and Mission Lakes. These communities reflect a population comprised mostly of Hispanics and Caucasians as seen by our ethnic distribution. The city of Desert Hot Springs is located 10 miles north of Palm Springs and serves as a bedroom community, providing employees for the large restaurant, hotel and resort industries.

The student population has grown from 642 in 1999-2000, to 927 in 2000-2001, to 1165 in 2001-2002, and to 1251 in 2002-2003, and 1406 in 2003-2004. The past four year enrollment trends reveal a progressively higher Hispanic population, with the current composition of the student body of 61% Hispanic, 32% White, 5% African-American and 2% other. When studying the four-year demographic trends, the English Learner population has increased to approximately 25%. Currently, As of Fall 2006, Desert Hot Springs High School had a student population of just over 1,900.

Desert Hot Springs High School and the Palm Springs Unified School District worked cooperatively in creating benchmarks, developing regulations and procedures in-line with the Education Code and California Department of Education guidelines.

Our school will evaluate the effectiveness of our SPSA shortly after CST scores are released and our SSC and other leadership groups have had the opportunity to review all student achievement data.

Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial budget and/or material changes during the school year.

The Single Plan for Student Achievement is updated annually by the Desert Hot Springs High School School Site Council.

DHSHS prides itself on its vision, mission, and purpose statements:

Vision

Equity Through Empowerment
Dignity Through Accomplishment
Education For Life

Mission

The Desert Hot Springs High School mission is to empower ALL students to meet or exceed California State University entrance requirements.

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Opportunities for Parental Involvement

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

Contact Person Name: Dr. Milton Jones

Contact Person Phone Number: 760-288-7000

There is a variety of avenues for parental contact at Desert Hot Springs High School including the School Site Council, the Golden Eagle Boosters (umbrella organization supporting the academic, cultural and athletic endeavors of DHSHS students), Western Association of Secondary Schools and Colleges (WASC), English Language Advisory Committee (ELAC), Parent Connect through our student web based Zangle program (Fall 2006), Advanced Placement (AP) Parent Advisory, ranging from decision-making services on the School Site Council to supporting athletics, performing arts and other co-curricular groups. Some parents and community members serve in school-wide activities such as working on the School Site Council in planning and implementing the school plan, while others focus on things in which they are particularly interested such as the Boosters organization. Parents of second language learners maintain a close relationship with the school through the English Learner Advisory Committee (ELAC). Parents also support a variety of student activities through their participation in club and organizational events, e.g. chaperoning dances, field trips, graduation and senior activities planning, etc. Parents are kept abreast of school activities via school mailers, newsletters, parent nights, and parent-teacher conferences.

All Desert Hot Springs High School parents received a letter in September 2006 from Dr. Lorri McCune, Superintendent of Palm Springs Unified School District, notifying them of the Program Improvement status of Desert Hot Springs High School.

The Desert Hot Springs High School Parent Involvement Policy is distributed to all parents at the beginning of each school year. At Desert Hot Springs High School, we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of Desert Hot Springs parent involvement policy by annually holding a Back to School night in early to mid-September and twice annual parent-teacher conference nights. The parent-teacher conference nights are held in mid-November and mid-April.

At Desert Hot Springs High School, a Home-School Compact has been developed and approved by staff and parents for use. The signed Compacts are placed in the cum file of the student and are on file in the Register's office at Desert Hot Springs High School.

At Desert Hot Springs High School we build capacity for the involvement of parents by not only involving them in regularly reviewing and revising our school's parent involvement policy, but we assist parents in understanding academic content and achievement of standards and assessments and how to monitor and improve the achievement of their children. Dr. Stuart Malkin, renowned author, as met with our parents at parent conferences, principal-parent meetings, and Back to School night events where he worked specifically with parents to improve their parenting skills.

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 Level	Number of Students
Grade 9	451	Grade 12	389
Grade 10	457	Total Enrollment	1721
Grade 11	424		

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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	7.4%	White (Not Hispanic)	27.4%
American Indian or Alaska Native	0.7%	Multiple or No Response	0.0%
Asian	0.4%	Economically Disadvantaged	56.2%
Filipino	0.5%	English Learners	20.0%
Hispanic or Latino	63.5%	Students With Disabilities	11.0%
Pacific Islander	0.1%		

Average Class Size and Class Size Distribution

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

Subject	2003-04				2004-05				2005-06			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	31.3	8.0	6.0	19.0	32.0	6.0	4.0	17.0	33.5	--	15.0	22.0
Mathematics	32.9	4.0	6.0	20.0	39.2	--	--	22.0	34.2	2.0	5.0	18.0
Science	32.1	2.0	7.0	9.0	37.5	1.0	2.0	15.0	35.7	1.0	4.0	16.0
Social Science	36.1	--	2.0	10.0	39.4	1.0	--	13.0	34.2	--	4.0	15.0

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II. School Climate

School Safety Plan

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

The DHSHS Safe School Plan addresses two main goals: (1) reducing vandalism and (2) reducing fights and suspensions due to fights. The means for achieving the first goal is largely based on systematic monitoring of incidents of vandalism and careful examination of these data by a diverse staff and YAT representation. The second goal is realized through timely conflict mediations that are documented by our guidance counselors, security personnel, and administrative staff.

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.

The administration supports and offers a wide range of programs to promote a positive learning environment. Our schools Mission Statement is continually re-enforced by all staff members through daily curriculum planning in alignment with district curriculum standards. Programs implemented to improve students academic performance include the Accelerated Reader program within our English classes and after school tutoring. Structured staff development is another tool used to bolster our effectiveness. Our in-service days consistently provide forums for demonstrating the methodology and theory for using research-based techniques for improving students performance and for increasing students interest in academics. Research has clearly demonstrated that strong relationships between competent teachers and their students results in a positive classroom environment and students academic performance (see, for example, Kozminsky & Kozminskys Attributional Dialogue for Improving Learning Motivation (2002) in Intervention in School an Clinic, Vol. 38, No.2). Our block schedule of 95-minute classes allows teachers not only to provide instruction in a less frenzied environment at times associated with the typical six-period day, but it also allows students and teachers an opportunity to develop empathy more readily. The extended class time allows students to access the curriculum at deeper levels and with less down time for set up and clean up. Students have a better opportunity to work with their teachers within this timeframe. Inspired by the work of the California School Leadership Academy (CSLA), DHSHS has a standing School Leadership Team (SLT) comprised of school team leaders that complements the work of the School Site Council or SSC. Lastly, we provide supplementary programs that extend to our parents. Our English Language Advisory Committee (ELAC) is a growing and active contributor to our schools success. In addition to special project meetings, the ELAC group meets on a monthly 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	District		
	2003-04	2004-05	2005-06
Suspensions	19.4900	15.9300	17.0000
Expulsions	0.9700	0.4300	0.4000

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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.

Even though Desert Hot Springs High School is relatively new having opened for summer school in 1999, observers often note that the campus is in better condition than many high schools built more recently. Visitors to DHSHS often remark that it is the cleanest looking high school in the area. The cleanliness and orderliness are attributed to a dedicated custodial staff, a stringently enforced no gum policy, and a focused Saturday Work Detail Program. However, due to the rapid growth of the school, combined with the understaffed custodial crew, cleanliness of the campus has become an increasingly difficult challenge. Administrators and security staff are also highly visible during class breaks as well as before and after school. As noted in the previous SARC, voters within the Desert Hot Springs and the larger Palm Springs Unified School District have demonstrated their support for an expanded facility since the school opened in 1999. Two buildings with over forty new campus classrooms opened during the 2003-2004 school year. These classrooms include traditional classrooms suitable for instruction in English, Mathematics, Social Science, Foreign Language, and other subjects. Additionally, the new 300-400 section includes modern lab classrooms that are enhanced by having stadium style classroom space available on both floors. The District also remodeled an existing classroom to include full kitchen and laundry facilities for use by students who receive special education services with the Life Skills model. Our track and field teams enjoy a new multipurpose track while our football team enjoyed its most successful season in the new stadium dedicated on September 23, 2004. The District has also supported the Physical Education, Science, Fine Arts, and other programs by providing additional modern equipment and furniture within the new facilities.

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	Facility In Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
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		
Other	X		

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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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	52	45	58	1,035
Without Full Credential	8	16	10	50

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.

No Data Available

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	84.7%	15.3%
All Schools in District	91.0%	9.0%
High-Poverty Schools in District	92.0%	8.0%
Low-Poverty Schools in District	0.0%	0.0%

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.

Substitute teachers, or Guest Teachers, are a valued resource by the faculty and staff of Desert Hot Springs High School. With the assistance of the District Office, two permanent substitute teachers were assigned to our school for the 2005-2006 school year. This is due to the fact that many Guest Teachers believe that Desert Hot Springs High School is too far to travel to substitute teach. Unfortunately, due to numerous faculty losses during the Fall of 2006, DHSHS no longer has these permanent substitutes. Consequently, many teachers routinely teach classes--MOST ON A WEEKLY BASIS--during their preparation periods due to the lack of available Guest Teachers.

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Teacher Evaluation Process

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

All teachers are evaluated by the Palm Springs Unified School Districts adopted teacher evaluation program. First and second year teachers are evaluated for two consecutive years, while tenured teachers are typically evaluated every other year. The teacher evaluation program does stipulate that tenured teachers may be evaluated in consecutive years if necessary.

The PSUSD teacher evaluation process helps to ensure that all teachers are or become highly qualified. At Desert Hot Springs High School, 94.4% of teachers are highly qualified (data as of 12/04/2006). In the case where a teacher does not meet the definition of highly qualified when they are hired, they have one year to become highly qualified. If they are not highly qualified after one year, they can be non-reelceted.

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	3.5	491.7
Library Media Teacher (Librarian)	1.0	--

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
----------------------	--	---

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	--	\$57,142.00
State	\$4,743.00	\$57,560.00

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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.

Desert Hot Springs High School, having been a Digital High School has granted our school supplemental funds to purchase computers for every classroom. Therefore, a computer and other electronic equipment are fully operational in every classroom and are Internet accessible. Teachers have been given basic training in the use of computers for instructional purposes. Many teachers, however, have exceeded basic training and have completed other certification in various software applications. Ongoing training in this area is expected in the future. Lastly, the school has received additional supplemental funding to meet the instructional needs of students. This includes funding from the Title I program, Governors Performance Award Program, CAHSEE intervention funds, and special support for our English Language Learners Program. All supplemental funds are used to provide additional support to the general instructional program. Often, however, the funding sources have restrictions on how the money can be spent. Thus, close adherence to the funding guidelines is always followed.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

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/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,919.00	\$37,540.00
Mid-Range Teacher Salary	\$55,386.00	\$59,426.00
Highest Teacher Salary	\$76,908.00	\$73,925.00
Average Principal Salary (Elementary)	\$95,595.00	\$96,377.00
Average Principal Salary (Middle)	\$98,027.00	\$100,144.00
Average Principal Salary (High)	\$110,639.00	\$109,130.00
Superintendent Salary	\$146,000.00	\$185,251.00
Percent of Budget for Teacher Salaries	42.5%	40.9%
Percent of Budget for Administrative Salaries	5.2%	5.3%

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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, 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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	23%	23%	23%	26%	30%	31%	36%	40%	42%
Mathematics	4%	3%	3%	22%	26%	29%	34%	38%	40%
Science	12%	16%	25%	15%	24%	27%	25%	27%	35%
History-Social Science	14%	19%	19%	19%	22%	23%	29%	32%	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	25%	8%	8%	16%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18%	4%	23%	14%
Pacific Islander	--	--	--	--
White (Not Hispanic)	39%	5%	39%	33%
Male	19%	5%	25%	21%
Female	28%	4%	27%	17%
Economically Disadvantaged	18%	5%	21%	13%
English Learners	3%	2%	4%	3%
Students With Disabilities	16%	12%	5%	3%

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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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

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		
	2004	2004	2005	2006	2004	2005	2006
Reading	37%	33%	29%	30%	43%	41%	42%
Mathematics	36%	39%	38%	38%	51%	52%	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.

No Data Available

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.

No Data Available

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/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
9	23.2%

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/>.

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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	2003-04	2004-05	2005-06
Statewide Rank (from 2005 API Base Report)	3	3	2
Similar Schools	4	6	4

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			2006 API Growth Score (from 2006 API Growth Report)
	2003-04	2004-05	2005-06	2006
All Students	0	-3	15	621
Hispanic or Latino	11	-3	13	598
White (Not Hispanic)	-6	4	28	693
Economically Disadvantaged	8	-9	10	590
English Learners	--	--	9	581
Students With Disabilities	--	--	112	482

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.

No Data Available

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/>.

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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	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	Yes
API	Yes	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	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement	--	14
Percent of Schools Currently in Program Improvement	--	58.3%

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 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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	2.0%	1.5%	7.3%	1.5%	1.0%	6.5%	3.2%	3.3%	3.1%
Graduation Rate	92.5%	91.5%	73.7%	91.7%	90.2%	79.2%	86.7%	85.3%	84.9%

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Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2005-06 school year in the 12th grade, this table displays by student group the percent of students 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 2006
	District
All Students	0
African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	0
Pacific Islander	0
White (not Hispanic)	0
Socioeconomically Disadvantaged	0
English Learners	0
Students with Disabilities	0

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.

At Desert Hot Springs High School students have many different career technical education (CTE) programs to choose from to help prepare them to enter the workforce upon completion of high school. The following courses are available under the Regional Occupation Program (ROP) through the Riverside County Office of Education (RCOE): TV/Video, Digital Imaging, Retail Fashion Merchandising, Sales and Marketing, Cosmetology, Construction, Automotive Tech I/II, and Law Enforcement (currently pending). Additional CTE programs offered through the Palm Springs Unified School District at Desert Hot Springs High School are as follows: Photography, Graphic Arts, Contemporary Media, Career Choices, and Computer Literacy.

Career Technical Education Participation

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

Measure	CTE Program Participation
Numbr of pupils	0.0
Percent of pupils completing a CTE program and earning a high school diploma	--
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--

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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	65.0%
Graduates Who Completed All Courses Required for UC/CSU Admission	26.7%

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/>.

	Number of AP Courses Offered	Percent of Students In AP Courses
English	2.0	--
Fine and Performing Arts	1.0	--
Mathematics	2.0	--
Social Science	1.0	--
All Courses	6.0	1.7%

College Admission Test Preparation Course Program

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

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

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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	41.3%	31.8%	26.2%
Average Verbal Score	435.0	444.0	418.0
Average Math Score	439.0	437.0	426.0
Average Writing Score	--	--	416.0

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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.

School Instruction: Instruction in English-language arts, Mathematics, History/Social Science, Science, Fine & Performing Arts, Physical Education, Technology, World Languages, Health, and Marine Corps Junior Reserve Officer Training Corps (MJROTC) is based on state standards, frameworks, and exit exam criteria. Our courses are designed for college admission and/or vocational training through elective and required coursework. Block scheduling affords our students an added opportunity to take extra classes and promotes teacher-student tutorial time and teacher curricular planning and professional development. Under-performing students are assisted through our Title I and EIA/LEP funds, which are targeted at providing supplementary instruction and acceleration through the analysis of CAHSEE, STAR, and the Districts Writing Assessment data. GATE and Resource students are offered differentiated instruction according to their needs, interests, and abilities. Leadership: The Principal, one Administrator of Instructional Improvement (A.I.I.), three Vice Principals, sixteen lead teachers, and the School Site Council share leadership which include program design, instructional practices, assessment, implementation monitoring, data analysis, and professional development. All teachers assume supervision responsibilities and many are curricular leaders serving on a variety of district and regional committees. DHSHS also has an outstanding student leadership program (United Student Body/Renaissance Program). Student leaders are involved in activities that range from lunchtime activities to pep rallies to academic rallies, dances, assemblies, competitions and forums. Student government, leadership and Renaissance provide many opportunities for students with many different interest levels to connect and participate in school activities.

The District, as a part of the negotiation process with the Palm Springs Teachers' Association (PSTA), encourages well-qualified and experienced teachers to work in High Priority and Program Improvement schools in the district.

The SPSA for Desert Hot Springs High School is coordinated with all applicable plans to form one comprehensive school plan (with the exception of the HS WASC action plan).

Professional Development

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

Professional development reflects the annual goals established in our School Site Plan and our Western Association of Schools and Colleges (WASC) action plan. All curriculum development is based on state standards and associated frameworks and exit exam criteria while highlighting the integration of technology. Teachers are encouraged to attend conferences, workshops, and seminars to improve instruction and student achievement within their discipline. They are also expected to share their new insights and research results with their peers. Staff is also encouraged to utilize personal and collaborative reflection and observation to improve instructional strategies and curricular approaches. New teachers also actively participate in the state funded Beginning Teacher Support and Assessment Program as well as monthly new teacher meetings with the Principal. Since the school was built in 1999, there have been many scheduled SDAIE trainings conducted each year to help teachers better instruct and meet the needs of our neediest student population-our English Language Learners.

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	66,240	64,800
10	66,240	64,800
11	66,240	64,800
12	66,240	64,800

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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.

Desert Hot Springs High School observes ten (10) minimum days. It has been the standard practice in the Palm Springs Unified School District to provide two (2) minimum days at the end of the both semesters to allow each high school to provide a shortened day schedule to administer and evaluate final examinations. Additionally, the PSUSD designated four (4) minimum days to provide district-wide professional development for all teachers (PK-12). Desert Hot Springs High School also regularly schedules two (2) minimum days in conjunction with evening parent conferences intended to allow parents and students to meet with each classroom teacher at a mid-point in both semesters: this practice is popular among our parents and attendance at the afternoon and evening conferences continues to increase.