

# Boys Republic High School

3493 Grand Avenue • Chino Hills, CA 91709 • 909-628-1217 • Grades 9-12

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

### Chino Valley Unified School District

5130 Riverside Drive  
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#### District Governing Board

Andrew Cruz, President  
Sylvia Orozco, Vice President  
Pamela Feix, Clerk  
James Na, Member  
Irene Hernandez-Blair, Member  
Shweta Shah, Student  
Representative

#### District Administration

Wayne M. Joseph  
**Superintendent**  
Norm Enfield, Ed.D.  
**Deputy Superintendent**  
Sandra Chen  
**Assistant Superintendent, Business  
Services**  
Jeanette Chien, Ed.D.  
**Assistant Superintendent,  
Educational Services**  
Grace Park, Ed.D.  
**Assistant Superintendent, Human  
Resources**  
Gregory J. Stachura  
**Assistant Superintendent,  
Facilities, Planning & Operations**

### School Description

Boys Republic High School is a small, comprehensive, four-year high school. The school campus is located within the boundaries of the Boys Republic 211 acre farm. The majority of the students attending the school live in one of the six adjacent dormitories, each of which houses about 25 students. Boys Republic has much tradition, charm, and atmosphere that enhances and augments the unique program created and designed to meet the individual needs of its student population.

Since its founding in 1907, Boys Republic has been busy making life better for its students. The courts, usually for family or disciplinary reasons, place most of the students in the program for problems or failures in school, in their family structure, or violations of the law or probation. Prior to placement, most students have failed even in the alternative high schools, have records of truancy, and average about two years below their expected grade levels where credits are a concern and most are far below basic in academic skills.

At Boys Republic we believe that every student must become a contributing member of society. They will most likely accomplish this by progressing toward self-reliance through gaining an education, self-respect, and being accountable for their own actions. "Nothing Without Labor" has been the Boys Republic motto since its earliest years.

The Institution of Boys Republic goals/philosophy are:

- Develop in each student a feeling of self-worth as a functioning contributing member of society.
- Develop respect for the law, for authority, and for the rights and property of others.
- Develop within each student acceptance of responsibility for their own behavior and the rewards and consequences resulting from behavior outside of acceptable norms.
- Develop essential educational skills in academic and technical areas, which will assist each student in meeting the ever-changing demands for employment and effective citizenship.
- Develop each student's ability to get along with others in the give-and-take relationships of the modern world.

At Boys Republic High School our vision and mission is to complement the vision and mission of the Institution of Boys Republic. Educational success is one of the components of any young man's placement goals at Boys Republic. To this end, the school in conjunction with Boys Republic has instituted the Student Learner Outcomes (SLO) to assist students in achieving both academic and placement success. In short, BRHS vision is to provide students with the necessary skills, knowledge, and confidence to be contributing members of society.

Our Mission at BRHS is to provide relevant education and develop the academic, vocational, and social skills essential to assist the youth we serve. We seek to cultivate the potential of each student by encouraging students' personal accomplishments and necessary changes. We strive to develop students to their full capacity to live self-directed lives as productive citizens.

Beliefs: Respect, Responsibility, Relationships, Integrity, Accountability.

1. All students will demonstrate appropriate citizenship while at Boys Republic and become contributing citizens in their own communities after graduation.
2. All students will live the Boys Republic motto, 'Nothing Without Labor' and take that work ethic with them into the job market.
3. Students will make progress toward becoming credit current, or become credit current, or graduate from high school, or pass the GED and or be prepared to enter the work force upon leaving Boys Republic with vocational skills.

Develop student paths that will lead to the student achieving a High School diploma and/or GED and/or vocational skills that will provide an adequate stand of living.

### 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 909-628-1217 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	7
Grade 10	26
Grade 11	40
Grade 12	49
<b>Total Enrollment</b>	<b>122</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	19.7
Asian	0.8
Hispanic or Latino	68
Native Hawaiian or Pacific Islander	1.6
White	9
Two or More Races	0.8
Socioeconomically Disadvantaged	90.2
English Learners	24.6
Students with Disabilities	26.2
Foster Youth	86.9

### 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			
Boys Republic High School	13-14	14-15	15-16
With Full Credential	11.6	11.6	11.6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	0
Chino Valley Unified School District	13-14	14-15	15-16
With Full Credential	◆	◆	1257.8
Without Full Credential	◆	◆	12
Teaching Outside Subject Area of Competence	◆	◆	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Boys Republic High School	13-14	14-15	15-16
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	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

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	94.7	5.3
Districtwide		
All Schools	96.5	3.5
High-Poverty Schools	95.4	4.6
Low-Poverty Schools	97.7	2.3

\* 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)

On October 14, 2015, the Chino Valley Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 2015/2016-30 which certifies as required by Education Code 60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive.

Textbooks and instructional materials are provided for each student for use in class and to take home. It was determined that each pupil in each school has sufficient textbooks and instructional materials that are aligned to the academic content standards in the core subject areas for the 2015/2016 school year.

*\*Note: The Glencoe: Elementary Statistics (Adopted: 2007) is not from the district's most recent adoption during the 2015-16 school year.*

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 2015</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	9-12 Prentice Hall: Timeless Voices; Timeless Themes (Adopted: 2005) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	9-12 McGraw Hill – Integrated Math 1, Integrated Math II, and Integrated Math III (Adopted: 2015) 9-12 Carnegie Learning; Geometry, A Common Core Math Program Adopted: 2014) 9-12 Glencoe; Elementary Statistics (Adopted: 2007)* 9-12 Holt McDougal; Mathematics Explorations in Core Math for Common Core Algebra 2 (Adopted: 2014)  <b>The textbooks listed are from most recent adoption:</b> No* <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	9-12 Pearson Prentice Hall; Earth Science (Adopted: 2008) 9-12 Pearson Prentice Hall; Biology (Adopted: 2008) 9-12 Pearson Prentice Hall: Physical Science: Concepts in Action with Earth and Space Science (Adopted: 2007) 10-12 Pearson Prentice Hall; Chemistry (Adopted: 2008) 11-12 Glencoe; Physics: Principles and Problems (Adopted: 2008) 11-12 Wiley; Environmental Science: Earth as a Living Planet (Adopted: 2008)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	10 Prentice Hall; World History: The Modern World (Adopted: 2007) 11 Holt, Reinhart and Winston; American Anthem: Modern American History (Adopted: 2007) 11 Bedford; American's History (Adopted: 2007) 12 Glencoe/McGraw-Hill; United States Government: Democracy in Action (Adopted: 2007) 12 McDougal Littell; American Government: Institutions & Policies (Adopted: 2007) 12 Prentice Hall; Economics, Principles in Actions (Adopted: 2007) 12 Prentice Hall; Foundations of Economics (Adopted: 2007)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	9-12 Prentice Hall; Realidades, Book 1 and 2 (Adopted: 2007) 9-12 McDougal Littell; Abriendo Puertas, Tomo, Gramatica, and Lectura (Adopted: 2007) 9-12 Wayside Publishing; Azulejo (Adopted: 2007) 9-12 Harcourt School Publishers; Nuevas Vista, Book 1 and 2 (Adopted: 2007) 9-12 EMC/Paradigm Publishing; C'est a Toi Book 1, 2, and 3 (Adopted: 2007) 9-12 Holt, Reinhart and Winston; Komm Mit! Book 1, 2, and 3 (Adopted: 2007) 9-12 Spinner Publications; Bom Dia! Book 1 and 2 (Adopted: 2007) 9-12 Joint Publishing; Chinese Made Easy (Adopted: 2007), 2006 9-12 Cheng and Tsui; Adventures in Japanese 1 and 2 (Adopted: 2007)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	9-12 Glencoe; Glencoe Health (Adopted: 2009) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Laboratory equipment is available for science laboratory classes offered in grades 9-12, inclusive. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

A cornerstone of Boys Republic's approach to working with troubled teenagers is our insistence on involving students in the care and improvement of the facility that serves them — we take every opportunity to turn a project into a learning experience for our students. It's all about the kids. Two recent projects centering in Boys Republic's athletics fields offered our students an opportunity to collaborate with both Boys Republic physical plant staff and community volunteers.

The existing baseball field dugouts were in a state of disrepair; the design offered no protection from the elements. It was Lowe's Heroes Day at Boys Republic and eight employees from one of the company's local home improvement centers helped build footings for improved baseball field dugouts, designed by Boys Republic masonry students. Baldy View ROP and Roscoe's Famous Deli contributed toward building materials.

Visiting athletic teams, as well as car show guests and others, will now find a hospitable restroom, just adjacent to the football field. The smart-looking facility was inspired by plans borrowed from the City of Chino Hills; it attracted both financial and material support from Baldy View ROP, Roscoes Deli, and Lowe's Home Improvement Centers. It was constructed by Boys Republic physical plant staff and masonry students.

Grounds and maintenance personnel ensure that the physical plant is kept in a neat, clean, and safe condition. Boys Republic takes great pride in the natural beauty of our campus and goes to great lengths to keep our many trees and plants in a healthy, vibrant condition.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	4	55	44
Math	0	42	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	11	3	2	63	67	64	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.

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	64
All Student at the School	2
Male	2
Black or African American	9
Hispanic or Latino	0
Native Hawaiian or Pacific	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	0
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	11	38	23	60.5	83	13	4	0
Male	11		23	60.5	83	13	4	0
Black or African American	11		5	13.2	--	--	--	--
Hispanic or Latino	11		13	34.2	85	15	0	0
White	11		3	7.9	--	--	--	--
Two or More Races	11		2	5.3	--	--	--	--
Socioeconomically Disadvantaged	11		15	39.5	80	13	7	0
English Learners	11		6	15.8	--	--	--	--
Students with Disabilities	11		7	18.4	--	--	--	--
Foster Youth	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	11	38	24	63.2	100	0	0	0
Male	11		24	63.2	100	0	0	0
Black or African American	11		5	13.2	--	--	--	--
Hispanic or Latino	11		14	36.8	100	0	0	0
White	11		3	7.9	--	--	--	--
Two or More Races	11		2	5.3	--	--	--	--
Socioeconomically Disadvantaged	11		16	42.1	100	0	0	0
English Learners	11		6	15.8	--	--	--	--
Students with Disabilities	11		7	18.4	--	--	--	--
Foster Youth	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

Every attempt is made to involve family members in the rehabilitation process and to bring about the reunification of the family. We consider the development of academic, vocational and social skills essential in assisting the youth we serve to return to the community as useful, productive citizens.

Due to the severe trauma that has existed in the homes and communities of many of our students, emotional problems are evident with our students. These problems have left them with a greater degree of being "at risk" in the academic areas.

Boys Republic High School is a public school in a private setting. Students are placed at Boys Republic (treatment facility) by the juvenile court system throughout California. During their 6 to 12 month stay parents have lost all Parental Rights but not Educational Rights. Therefore, parents are kept informed regarding educational issues that can have an impact on their student.

#### 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

Boys Republic High School goes to great lengths and takes pride in being able to provide students with an exceptionally clean and safe environment in which to learn. Grounds are continually maintained on a daily basis, providing an aesthetically attractive environment for students to not only learn in, but live in as well. Since students are taught to confront each other when inappropriate behavior takes place, graffiti is kept to an absolute minimum.

Boys Republic provides a 24-hour security department that ensures students are safe from any forms of intimidation either among themselves or from outside sources. Boys Republic provides continuous staff supervision that ensures all students get adequate sleep and maintain proper hygiene so that maximum effort can be directed towards learning. Many Boys Republic students are at-risk gang affiliates. With this in mind, firm rules have been implemented regarding gang slogans, dress, colors worn, hand gestures, and many other items that may create gang tension.

**Suspensions and Expulsions**

School	2012-13	2013-14	2014-15
Suspensions Rate	4.87	11.55	7.64
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.05	3.80	3.32
Expulsions Rate	0.06	0.05	0.08
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
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
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	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		86.7

**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	3	3	3	49	47	46						
Math	5	4	4	26	30	28						
Science	5	4	4	15	16	20						
SS	3	3	4	34	38	31						

\* 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	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

### Professional Development provided for Teachers

The Chino Valley Unified School District is committed to high quality Professional Learning to support the instructional capacity of teachers and leaders. Professional learning opportunities are aligned to CVUSD's Area of Emphasis for Common Core ELA, Common Core Math, 4C's-Critical Thinking, Student Behavior, Instructional Technology and Formative Assessments. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2015-16. Professional learning opportunities are evaluated through survey results, feedback, and next steps from End-Users. Professional learning opportunities are varied in its delivery: district-wide days during school hours, after-school workshops and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Intervention Specialists.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,129	\$43,165
Mid-Range Teacher Salary	\$73,330	\$68,574
Highest Teacher Salary	\$92,400	\$89,146
Average Principal Salary (ES)	\$109,686	\$111,129
Average Principal Salary (MS)	\$113,566	\$116,569
Average Principal Salary (HS)	\$127,787	\$127,448
Superintendent Salary	\$200,000	\$234,382
Percent of District Budget		
Teacher Salaries	43%	38%
Administrative Salaries	6%	5%

\* 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/).

### Types of Services Funded

The district's general fund includes monies for:

1. General operations- services, materials, and support to the general education.
2. Specific education-programs offering appropriate, individualized education to students with special needs.
3. Special projects- monies from agencies (e.g., federal, state) earmarked for specific services.
4. Transportation
5. Maintenance and operations
6. District administration
7. LCFF/LCAP- Serves targeted students of the district See District's LCAP plan located on [www.cvusd.k12.ca.us](http://www.cvusd.k12.ca.us)

Each school in the district receives an instructional budget based upon enrollment, programs and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

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	34	25	41	36	39	25
All Students at the School	89	4	7	85	9	6
Male	89	4	7	85	9	6
Hispanic or Latino	95		5	91	9	
Socioeconomically Disadvantaged	95		5	86	14	

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$16,575	\$5,998	\$10,578	\$47,484
District	◆	◆	\$5,945	\$78,442
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			77.9	-38.0
Percent Difference: School Site/ State			125.5	-32.9

\* Cells with ◆ do not require data.



\* 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			
Boys Republic High School	2012-13	2013-14	2014-15
English-Language Arts	9		11
Mathematics	14	4	15
Chino Valley Unified School District	2012-13	2013-14	2014-15
English-Language Arts	63	51	54
Mathematics	64	53	53
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)			
Boys Republic High School	2011-12	2012-13	2013-14
Dropout Rate	6.60	5.80	6.20
Graduation Rate	86.51	89.03	89.43
Chino Valley Unified School District	2011-12	2012-13	2013-14
Dropout Rate	6.60	5.80	6.20
Graduation Rate	86.51	89.03	89.43
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	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	78.43	91.5	84.6
Black or African American	36.36	81.98	76
American Indian or Alaska Native		100	78.07
Asian		97.73	92.62
Filipino		100	96.49
Hispanic or Latino	77.78	88.11	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	200	96.82	89.93
Two or More Races		85.71	82.8
Socioeconomically Disadvantaged	107.69	80.24	61.28
English Learners	50	29.69	50.76
Students with Disabilities	44.68	87.97	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	95.08
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

## Career Technical Education Programs

### 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.