



College-Ready Academy High School #5

School Accountability Report Card, 2007–2008
Alliance for College-Ready Public Schools

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

College-Ready Academy High School #5

School Accountability Report Card, 2007–2008
Alliance for College-Ready Public Schools

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2008_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

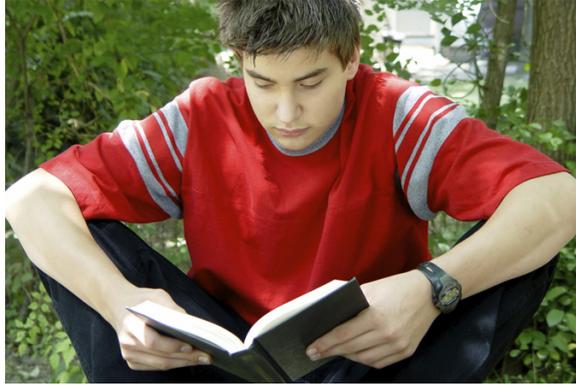
If you have any questions related to this report, please contact the school office.

How to Contact Our School

1729 W. Martin Luther King, Jr. Blvd.
Los Angeles, CA 90062
Principal: Dean Marolla
Phone: (213) 342-2874

How to Contact Our District

333 South Beaudry Ave.
Los Angeles, CA 90017
Phone: (323) 625-6251



» Contents

ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

- Principal's Message**
- Measures of Progress**
- Student Achievement**
- Students**
- Climate for Learning**
- Leadership, Teachers, and Staff**
- Preparation for College and the Workforce**
- Adequacy of Key Resources**
- Data Almanac**



Published by
SCHOOL WISE PRESS
385 Ashton Ave., Ste. 200
San Francisco, CA 94112
Phone: (415) 337-7971
www.schoolwisepress.com

©2008 Publishing 20/20

College-Ready Academy High School #5

School Accountability Report Card, 2007–2008
Alliance for College-Ready Public Schools

» Principal's Message

I am very excited that parents entrust College-Ready Academy High School #5 (CRAHS #5) with their children's preparation for college. In our first year of operation, we have created a culture driven by student success and the possibility that all of our students will be college-ready upon high school graduation. Our cohort of 9th grade students will become our first graduating class at CRAHS #5 in 2011.

To further demonstrate our first year success, preliminary state testing results from May indicated that our students have shown fantastic growth. The state of California ranks schools on a scale of 200 to 800, and according to this scale, our students have shown growth of almost 100 points! The students and teachers need to be commended for this achievement. It is my hope that we can add another 100 points or more to our scores during the 2008–2009 school year.

Dean Marolla, PRINCIPAL

Grade range and calendar

9

TRADITIONAL

Academic Performance Index

N/A

County Average: 692
State Average: 710

Student enrollment

136

County Average: 1,686
State Average: 1,246

Teachers

6

County Average: 72
State Average: 54

Students per teacher

23

County Average: 24
State Average: 23

Students per computer

5

County Average: 4
State Average: 4

School Expenditures

CRAHS #5 receives revenues each year from local, state and federal government sources. State education funding represents the largest percentage of funding and is based on the average daily attendance of the school. CRAHS #5 receives federal funding from Title 1 for low income students and from the federal nutrition program to fund school breakfasts and lunches. Other state and local funding includes state special education program funding and other smaller revenue sources. The bulk of CRAHS #5's revenues are used for general operating expenditures such as personnel salaries, facilities costs, and instructional technology and materials.

Safety

CRAHS #5 is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Alliance's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

Buildings

In 2007–2008, CRAHS #5 shared a school site with another Alliance College-Ready Public School. Although the site was shared, our school remained self-contained with its own administrative offices and classrooms.

In 2008–2009, CRAHS #5 will be relocated to a former bank building. The building has been reconfigured to house twelve classrooms, three offices, a kitchen, and restroom facilities. The school yard has two enclosed tents for inclement weather.

Parent Involvement

At College-Ready Academy High School #5, parents are partners and are needed to take active and meaningful role to insure the success of our school. Research shows that parent involvement in children's learning positively impacts student achievement levels. We believe that their participation at CRAHS #5 will really make a difference and will positively impact their child's academic progress.

We encourage all parents, legal guardians and adult family members to become actively involved at CRAHS #5 by serving as a parent volunteer. Their time, talent and enthusiasm are an integral part of the day-to-day functioning of the school and the overall academic development of their child.

There are a number of ways parents and guardians can volunteer and demonstrate your commitment at CRAHS #5. Each family is expected to volunteer 40 hours per school year. Parent volunteer service hours can be earned by directly supporting the school and by supporting your child academically. School support activities include office support, nutrition and lunch distribution, campus and field trip supervision, and taking on leadership activities on school committees. Academic support activities include Saturday parent workshop participation, classroom support, and tutoring support.

Parents interested in receiving more information about their volunteer commitment should contact our school at (213) 342-2874.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

An API could not be created for our school because the number of students taking the required tests was too small (fewer than 11) to be statistically reliable. You can find three years of detailed API results in the Data Almanac that accompanies this report.

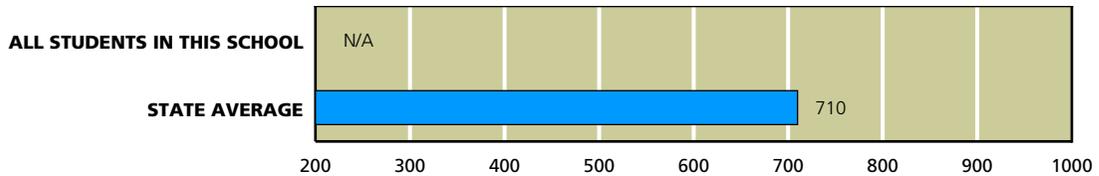
API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	N/A
Met growth target for prior school year	N/A
API score	N/A
Growth attained from prior year	N/A
Met subgroup* growth targets	N/A
Underperforming school	No

SOURCE: API based on spring 2008 test cycle. Growth scores alone are displayed and are current as of November 2008.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 12 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE): 33.4 percent on the English/language arts test and 32.2 percent on the math test. All significant ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2007 must be higher than 83 percent (or satisfy alternate improvement criteria).

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	N/A
Met schoolwide API for AYP	Yes
Met graduation rate	Yes
Program Improvement school in 2008	No

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students’ test results in the 2007–2008 school year or earlier.

*Ethnic groups, English Learners, special ed students or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 33.4% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 32.2% ATTAIN PROFICIENCY ON THE CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	—	●	—
Students learning English	●	—	●	—
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	—	●	—

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

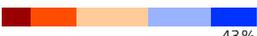
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2007–2008		2006–2007		2005–2006	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher	21%					
Average high school						
Percent Proficient or higher	44%		43%		41%	
GEOMETRY						
Our school			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher	10%					
Average high school						
Percent Proficient or higher	21%		22%		24%	
US HISTORY						
Our school	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher						
Average high school						
Percent Proficient or higher	40%		37%		38%	
BIOLOGY						
Our school			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher	27%					
Average high school						
Percent Proficient or higher	43%		38%		36%	
SCIENCE						
Our school	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher						
Average high school						
Percent Proficient or higher	41%		36%		35%	

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California’s test program includes many tests not mentioned in this report. For brevity’s sake, we’re reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we’ve selected biology (an elective) and the tenth grade life science test. For math, we’ve selected two courses, both of them electives: Algebra I, which students take if they haven’t studied and passed it in eighth grade; and Geometry, often the most popular math course because it follows Algebra I. In social studies, we’ve selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			21%	100%	SCHOOLWIDE AVERAGE: About 23 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			40%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			44%	97%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

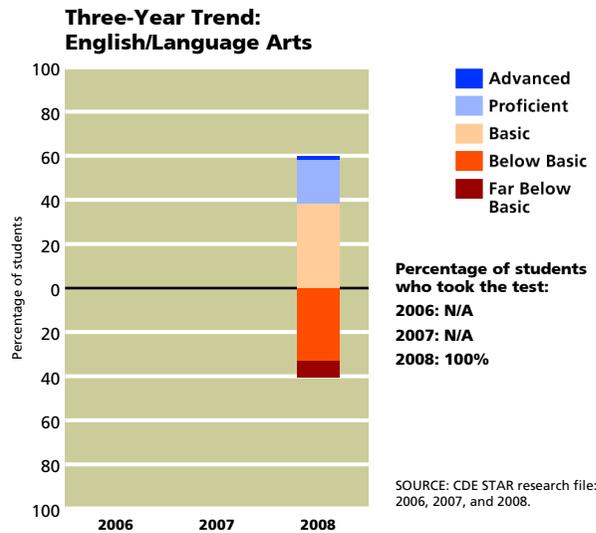
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			19%	67	GENDER: About four percent more girls than boys at our school scored Proficient or Advanced.
Girls			23%	57	
English proficient			26%	76	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			11%	47	
Low income			20%	120	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	4	
Learning disabled	NO DATA AVAILABLE		N/A	8	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			22%	116	
Hispanic/Latino			20%	113	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/language arts** on the CDE's Web site.



Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			14%	76%	SCHOOLWIDE AVERAGE: About one percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			13%	31%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			15%	32%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

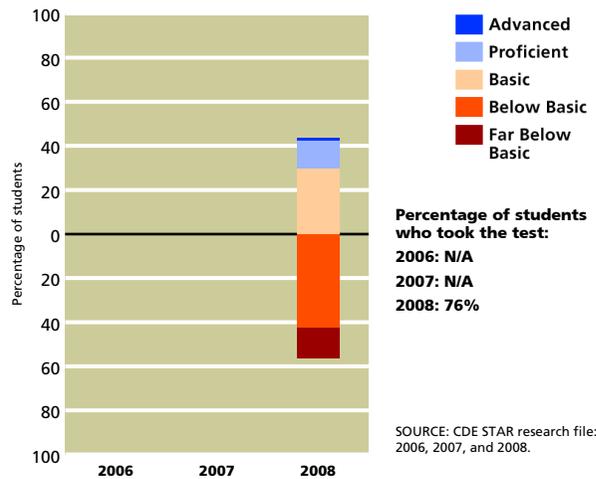
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			12%	51	GENDER: About four percent more girls than boys at our school scored Proficient or Advanced.
Girls			16%	43	
English proficient			15%	52	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			12%	41	
Low income			12%	90	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	4	
Learning disabled	NO DATA AVAILABLE		N/A	7	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			14%	87	
Hispanic/Latino			14%	86	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 76 percent of our students took the algebra CST, compared to 32 percent of all high school students statewide. To read more about the **math standards for grades eight through twelve**, as well as the California standards for **algebra**, visit the CDE’s Web site.

Three-Year Trend: Algebra I



Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			10%	24%	SCHOOLWIDE AVERAGE: About 11 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			17%	25%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			21%	25%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

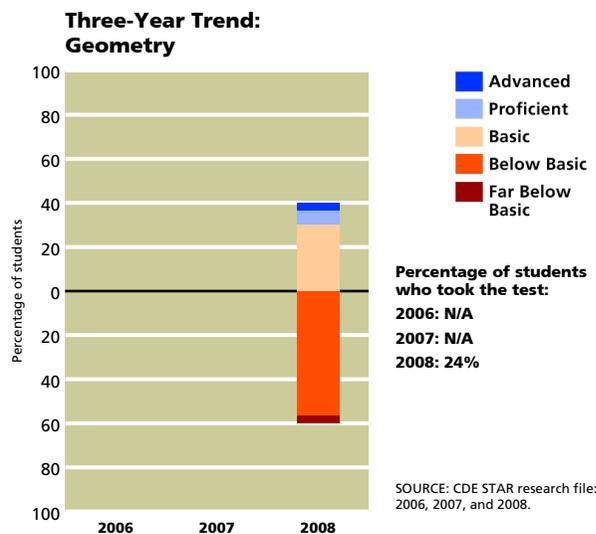
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	16	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	14	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	24	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	6	
Low income			10%	30	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	1	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	29	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	27	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 24 percent of our students took the geometry CST, compared to 25 percent of all high school students statewide. To read more about the **math standards for all grades**, as well as the California standards for **geometry**, visit the CDE’s Web site.



US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	N/A	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE HIGH SCHOOL IN THE COUNTY			37%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			40%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	N/A	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	N/A	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

To read more about the eleventh grade [US history standards](#), visit the CDE’s Web site.

Biology

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			27%	100%	SCHOOLWIDE AVERAGE: About 16 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			37%	36%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			43%	36%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

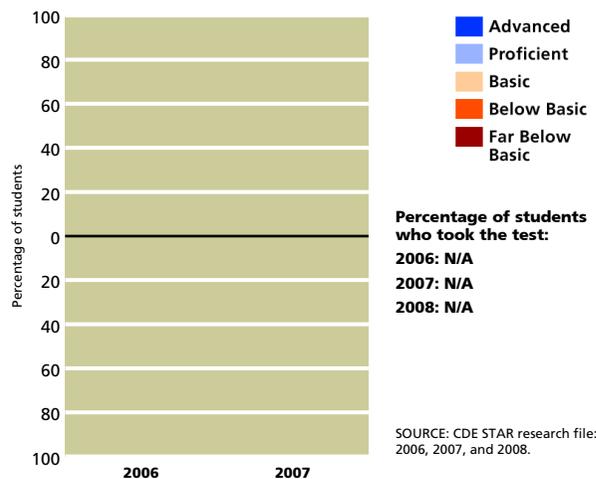
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			28%	67	GENDER: About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			26%	57	
English proficient			37%	76	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			13%	47	
Low income			27%	120	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	4	
Learning disabled	NO DATA AVAILABLE		N/A	8	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			28%	116	
Hispanic/Latino			27%	113	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our tenth grade students’ scores on the mandatory life science test have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that [progress](#) can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [science standards](#) on the CDE’s Web site and find more information about the standards for [chemistry](#), [earth science](#), and [physics](#). Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Three-Year Trend: Science



STUDENTS

Students’ English Language Skills

At CRAHS #5, 66 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	66%	82%	85%
English Learners	34%	18%	15%

SOURCE: Language Census for school year 2007–2008. County and state averages represent high schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 46 students classified as English Learners. At CRAHS #5, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	91%	88%	84%
Vietnamese	0%	1%	2%
Cantonese	2%	1%	1%
Hmong	0%	0%	2%
Filipino/Tagalog	0%	1%	2%
Korean	0%	2%	1%
Khmer/Cambodian	0%	1%	1%
All other	7%	6%	7%

SOURCE: Language Census for school year 2007–2008. County and state averages represent high schools only.

Ethnicity

Most students at CRAHS #5 identify themselves as Hispanic/Latino. In fact, there are about 16 times as many Hispanic/Latino students as African American students, the second-largest ethnic group at CRAHS #5. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	6%	10%	8%
Asian American/Pacific Islander	0%	12%	12%
Hispanic/Latino	94%	59%	44%
White/European American/Other	0%	19%	35%

SOURCE: CBEDS census of October 2007. County and state averages represent high schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$38,203 a year (based on a family of four) in the 2007–2008 school year. At CRAHS #5, 89 percent of the students qualified for this program, compared to 42 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	89%	52%	42%
Parents with some college	6%	48%	56%
Parents with college degree	0%	28%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of six percent of the students at CRAHS #5 have attended college, and none has a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 84 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at CRAHS #5 varies from a low of 26 students to a high of 27. Our average class size schoolwide is 27 students. The average class size for high schools in the state is 28 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	26	25	25
History	N/A	30	29
Math	27	28	27
Science	27	30	29

SOURCE: CBED5 census, October 2007. County and state averages represent high schools only.

Discipline

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	N/A	N/A	17
2006–2007	N/A	N/A	17
2005–2006	N/A	N/A	16
Expulsions per 100 students			
2007–2008	N/A	N/A	1
2006–2007	N/A	N/A	1
2005–2006	N/A	N/A	1

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent high schools only.

Computers

We have 26 computers available for student use, which means that, on average, there is one computer for every five students. There are six classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	4	4
Internet-connected classrooms	6	67	61

SOURCE: CBED5 census of October 2007. County and state averages represent high schools only.

LEADERSHIP, TEACHERS, AND STAFF

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	2	12	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	83%	16%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	33%	42%	39%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	67%	58%	61%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About 83 percent of our teachers have fewer than three years of teaching experience, which is above the average for new teachers in other high schools in California. Our teachers have, on average, two years of experience. About 67 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 33 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	50%	88%	93%
Trainee credential holders	Percentage of staff holding an internship credential	33%	8%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	17%	9%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 50 percent of the faculty at CRAHS #5 hold a full credential. This number is lower than the average for all high schools in the state. About 33 percent of the faculty at CRAHS #5 hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of high school teachers throughout the state hold trainee credentials. About 17 percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization statewide (just five percent). About 67 percent of the faculty at CRAHS #5 hold the secondary (single-subject) credential. This number is below the average for high schools in California, which is 100 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	60%	13%	13%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	50%	12%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About 60 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 13 percent of core courses taught by such high school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About 50 percent of our teachers were working without full credentials, compared to seven percent of teachers in high schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	29%	11%	11%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	100%	11%	11%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	0%	13%	15%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	N/A	16%	15%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	21%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	19%	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	22%	11%

SOURCE: Data is from the California Department of Education, SARC research file.

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is 20 percent, compared to eight percent statewide. For schools with the highest percentage of low-income students, this factor is 19 percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is 22 percent, compared to 11 percent statewide.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	N/A
Librarians	N/A
Psychologists	N/A
Social workers	N/A
Nurses	N/A
Speech/language/hearing specialists	N/A
Resource specialists	N/A

SOURCE: CBEDS census, October 2007.

PREPARATION FOR COLLEGE AND THE WORKFORCE

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	N/A	46%	41%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	N/A	472	493
SAT math	Average score of juniors and seniors who took the SAT math test	N/A	492	513
SAT writing	Average score of juniors and seniors who took the SAT writing test	N/A	474	491

SOURCE: SAT test data provided by the College Board for the 2006–2007 school year. County and state averages represent high schools only.

The College Board did not report how many of CRAHS #5's students took the SAT.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	N/A	42%	38%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	N/A	9%	8%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	N/A	13%	13%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	N/A	35%	31%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2007. Enrollment in UC/CSU qualifying courses comes from the Professional Assignment Information Form report of October 2007. County and state averages represent high schools only.

In the 2006–2007 school year, CRAHS #5 did not report whether its students passed the courses required for admission to the University of California (UC) or the California State University (CSU) colleges. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the [California State University](#) system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU's official Web site. The [University of California](#) has a similar set of courses required.

Our [college attendance](#) data is limited to public colleges in California. CRAHS #5 did not report how many of its students attended a California public college.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years. These include **honors** and **Advanced Placement** (AP) courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate** (IB) Diploma Programme. IB courses are offered in just 82 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	0%	4%	4%

SOURCE: CBEDS PAIF, October 2007.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school’s commitment to prepare its students for college, but students’ participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers no AP or IB courses.

More information about the **Advanced Placement program** is available from the College Board.

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	0	0	0
Foreign Language	0	0	0
Mathematics	0	0	0
Science	0	0	0
Social Science	0	0	0
Total	0	0	0

SOURCE: CBEDS PAIF, October 2007.

AP Exam Results, 2006–2007

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams for possible college credit	N/A	28%	25%
Number of AP exams taken	Average number of AP exams each of these students took in 2006–2007	N/A	1.8	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	N/A	53%	57%

SOURCE: AP exam data provided by the College Board for the 2006–2007 school year.

The College Board did not report the number of College Ready Academy students taking AP exams.

California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to [frequently asked questions](#) about the exit exam can be found on the CDE Web site. Additional information about the [exit exam results](#) is also available there. The table to the

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2007–2008	N/A	N/A	53%
2006–2007	N/A	N/A	49%
2005–2006	N/A	N/A	51%
Math			
2007–2008	N/A	N/A	51%
2006–2007	N/A	N/A	50%
2005–2006	N/A	N/A	47%

SOURCE: California Department of Education, SARC research file.

right shows how specific groups of tenth grade students scored on the exit exam in the 2007–2008 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Sample [questions and study guides](#) for the exit exam are available for students on the CDE Web site.

CAHSEE RESULTS BY SUBGROUP	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

Dropouts and Graduates

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2006–2007 school year or a student who hasn’t re-enrolled in our school for the 2007–2008 year by October 2007.

Identifying dropouts is difficult because many students who leave school unexpectedly don’t let us know why they’re leaving or where they’re going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise at best.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2006–2007	N/A	5%	4%
2005–2006	N/A	4%	3%
2004–2005	N/A	3%	2%
Graduation rate (four year)			
2006–2007	N/A	81%	86%
2005–2006	N/A	80%	87%
2004–2005	N/A	82%	88%

SOURCE: Dropout data comes from the CBEDS census of October 2007. County and state averages represent high schools only.

GRADUATION RATE: The **graduation rate** is an estimate of our school’s success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress and is part of California’s way of determining a high school’s Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

rev20081211_19-64733-0111500h/25521

CAREER TECHNICAL EDUCATION

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	N/A
Percentage of students completing a CTE program and earning a high school diploma	
Percentage of CTE courses coordinated with colleges	

Programs and Courses

COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC/ROP?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
N/A				

Advisors

If you'd like more information about the programs our school offers in career technical education, please speak with our staff. More information about career technical education policy is available on the [CDE Web site](#).

FIELD OR INDUSTRY	COMMITTEE MEMBERS
N/A	

High School Completion

This table shows the percentage of seniors in the graduating class of 2008 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students. Our school did not have a graduating class in 2008.

Students can retake all or part of the CAHSEE up to three times in their junior year and up to five times in their senior year. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about [CAHSEE results for the classes of 2007 and 2008](#), and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

STUDENT GROUPS	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2008)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	N/A	97%
African American		15%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		82%
Pacific Islander		
White (not Hispanic)		
Socioeconomically Disadvantaged		86%
English Learners		9%
Students with Disabilities		2%

» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2006–2007 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.



TEACHERS

Teacher Vacancies

KEY FACTOR	2006–2007	2007–2008	2008–2009
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	0	6	14
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	1
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	1

NOTES:

There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time, and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching. Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2006–2007	2007–2008	2008–2009
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES:

Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	6.00
2006–2007	n/a
2005–2006	n/a

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

TAUGHT AT OUR SCHOOL?	SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
		STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
<input checked="" type="checkbox"/>	English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Math	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Social Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Foreign Languages	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input type="checkbox"/>	Visual/Performing Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This information was collected on 11/13/2008.

NOTES:

Textbooks in Use

Here are some of the textbooks we use for our core courses.

SUBJECT AND TITLE	PUBLISHER	YEAR PUBLISHED
ENGLISH/LANGUAGE ARTS		
Timeless Voices Silver	Prentice Hall	2002
Timeless Voices Platinum	Prentice Hall	2002
Edge	Hampton Brown	2006
MATH		
Algebra 1 California Edition	Prentice Hall	2001
California Geoemtry	Prentice Hall	2008
Algebra 2 California Edition	Prentice Hall	2008
SCIENCE		
Biology	Prentice Hall	2007
Chemistry	Prentice Hall	2008
Essentials of Human Anatomy	Prentice Hall	2008
SOCIAL SCIENCE		
Modern World History	McDougal Littell	2007

SCIENCE LABS

Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.

Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
Biology	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Human Anatomy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Notes

This report was completed on 11/13/2008.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
Overall Rating	Good	
1. Gas Leaks	Good	No apparent problems
2. Mechanical Problems (Heating, Ventilation, and Air Conditioning)	Fair	No apparent problems
3. Windows, Doors, Gates, Fences (Interior and Exterior)	Fair	No apparent problems
4. Interior Surfaces (Walls, Floors, and Ceilings)	Good	No apparent problems
5. Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)	Good	No apparent problems
6. Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)	Fair	No apparent problems
7. Fire Safety (Sprinkler Systems, Alarms, Extinguishers)	Good	No apparent problems
8. Electrical Systems and Lighting	Good	No apparent problems
9. Pest or Vermin Infestation	Good	No apparent problems
10. Drinking Fountains (Inside and Out)	Fair	No apparent problems
11. Bathrooms	Good	No apparent problems
12. Sewer System	Good	No apparent problems
13. Roofs	Fair	No apparent problems
14. Playground/School Grounds	Good	No apparent problems
15. Overall Cleanliness	Good	No apparent problems
Other Deficiencies		No apparent problems

INSPECTORS AND ADVISORS: This report was completed on 11/22/2008 by Favio Solares.

The facilities inspection occurred on 11/18/2008.

Additional Inspectors: There were no other inspectors used in the completion of this form.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	136
African American	6%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	94%
Pacific Islander	0%
White (not Hispanic)	0%
Multiple or no response	0%
Socioeconomically disadvantaged	92%
English Learners	38%
Students with disabilities	6%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2007. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	136
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2007.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2005–2006	2006–2007	2007–2008
English	N/A	N/A	26
History	N/A	N/A	N/A
Math	N/A	N/A	27
Science	N/A	N/A	27

SOURCE: CBEDS, October 2007.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2005–2006			2006–2007			2007–2008		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	1	6	0
History	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0
Math	N/A	N/A	N/A	N/A	N/A	N/A	1	6	1
Science	N/A	N/A	N/A	N/A	N/A	N/A	0	5	0

SOURCE: CBEDS, October 2007.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2005–2006	2006–2007	2007–2008	2007–2008
With Full Credential	N/A	N/A	3	88
Without Full Credential	N/A	N/A	3	55

SOURCE: CBEDS, October 2007, Professional Assignment Information Form (PAIF) section.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our 2007–2008 results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	8%	34%	37%
Girls in Fitness Zone	9%	32%	35%
Fifth graders in Fitness Zone	N/A	26%	29%
Seventh graders in Fitness Zone	N/A	28%	30%
Ninth graders in Fitness Zone	8%	33%	36%
All students in Fitness Zone	8%	33%	36%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent high schools only.

STUDENT PERFORMANCE

California Standards Tests

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/ language arts	N/A	N/A	21%	N/A	N/A	N/A	42%	43%	46%
History/social science	N/A	N/A	N/A	N/A	N/A	N/A	33%	33%	36%
Mathematics	N/A	N/A	13%	N/A	N/A	N/A	40%	40%	43%
Science	N/A	N/A	N/A	N/A	N/A	N/A	35%	38%	46%

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

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

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2007–2008	HISTORY/ SOCIAL SCIENCE 2007–2008	MATHEMATICS 2007–2008	SCIENCE 2007–2008
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	20%	N/A	13%	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Boys	19%	N/A	13%	N/A
Girls	23%	N/A	12%	N/A
Economically disadvantaged	20%	N/A	12%	N/A
English Learners	11%	N/A	13%	N/A
Students with disabilities	N/A	N/A	N/A	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

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 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2005–2006	2006–2007	2007–2008
Statewide rank	N/A	N/A	N/A
Similar-schools rank	N/A	N/A	N/A

SOURCE: The API Base Report from August 2008.

API Changes by Student Group: Three-Year Comparison

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

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2005–2006	2006–2007	2007–2008	2007–2008
All students at the school	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Economically disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests;
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests;
- (c) an API of at least 590 or growth of at least one point; and
- (d) the graduation rate for the graduating class must be higher than 82.9 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	N/A
Graduation rate	N/A
Participation rate in English/language arts	N/A
Participation rate in mathematics	N/A
Percent Proficient in English/language arts	N/A
Percent Proficient in mathematics	N/A
Met Academic Performance Index (API)	N/A

SOURCE: The AYP Report as released in the Accountability Progress Report in November 2008.

Intervention Program: District Program Improvement (PI)

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) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	N/A
The year the district entered PI	N/A
Number of schools currently in PI	1
Percentage of schools currently in PI	10%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2008.

DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2006–2007			
Total expenses	\$6,298,710,484	N/A	N/A
Expenses per student	\$9,466	\$8,193	\$8,117
FISCAL YEAR 2005–2006			
Total expenses	\$6,003,863,561	N/A	N/A
Expenses per student	\$8,780	\$7,583	\$7,521

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2006–2007

This table reports the salaries of teachers and administrators in our district for the 2006–2007 school year. According to the CDE’s SARC Data Definitions, “State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2007–08 data in most cases. Therefore, 2006–07 data are used for report cards prepared during 2008–09.” This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$39,788	\$40,721
Midrange teacher’s salary	\$63,553	\$65,190
Highest-paid teacher’s salary	\$78,906	\$84,151
Average principal’s salary (high school)	\$130,984	\$119,210
Superintendent’s salary	\$300,000	\$210,769
Percentage of budget for teachers’ salaries	38%	40%
Percentage of budget for administrators’ salaries	6%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

SCHOOL COMPLETION AND PREPARATION FOR COLLEGE

Dropout Rate and Graduation Rate

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
Dropout rate (one-year)			
2006–2007	N/A	N/A	4%
2005–2006	N/A	N/A	3%
2004–2005	N/A	N/A	2%
Graduation rate (four-year)			
2006–2007	N/A	N/A	86%
2005–2006	N/A	N/A	87%
2004–2005	N/A	N/A	88%

SOURCE: CBEDS October 2005–2007.

Courses Required for Admission to the University of California or California State University Systems

Number and percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	68%	80%	66%
Percentage of graduates from class of 2007 who completed all courses required for UC/CSU admission	N/A	N/A	38%

SOURCE: CBEDS, October 2007, for the class of 2007.

College Entrance Exam Reasoning Test (SAT)

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average verbal, math, and writing scores of those students.

KEY FACTOR	2004–2005	2005–2006	2006–2007
Percentage of seniors taking the SAT	N/A	N/A	N/A
Average verbal score	N/A	N/A	N/A
Average math score	N/A	N/A	N/A
Average writing score	N/A	N/A	N/A

SOURCE: Original data from the College Board, for the class of 2007, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11. The College Board first introduced the writing test in 2005–2006.