# Hemet Academy for Applied Academics \& Technology 

831 E. Devonshire Avenue * Hemet, CA 92543 ( 951 ) 925-5155 * Grades 9-12
Frank Green, Principal

## 2008-09 School Accountability Report Card <br> Published during 2009-10

Hemet Unified School District
1791 West Acacia Ave. Hemet, CA 92545-3632
Phone: (951) 765-5100
Fax: (951) 765-5115
www.hemetusd.k12.ca.us
Governing Board
Joe Wojcik
President
Dr. Lisa DeForest
Vice-President
Dr. Gregg Figgins
Board Member
Charlotte Jones
Board Member

## Marilyn Forst

Board Member
Phyllis Petri
Board Member
Bill Sanborn
Board Member

## District Administration

Dr. Phil Pendley
Superintendent
Mary Wulfsberg
Deputy Superintendent Educational Services

Dr. LaFaye Platter
Assistant Superintendent Human Resources

Vince Christakos
Assistant Superintendent Business Services

The Hemet Academy for Applied Academics and Technology (HAAAT) is an alternative public high school that emphasizes a rigorous, relevant, high-quality, standards based curriculum to meet the needs of the entire student population. The vision of the school is the support students with strong academic programs combined with contemporary vocational offerings applicable to higher education and the workforce. Students are encouraged to make personal connections to their learning with project based activities and inquiry. HAAAT students our encouraged to exceed their own expectaitons in a safe, nurturing, learning environment. The use of technology transcends the variety of course offerings and allows each student to use the resources for research and presentations. Students are encouraged to be partners in the community with a strong emphasis on service. All students volunteer and support others in the Hemet area.

## Opportunities for Parent Involvement

Parents are partners at the HAAAT Charter High School. A number of parents serve as club and field trip chaperones. With more than 100 National Beta Club members, many families cooperate with staff to provide activities for the students. In addition, parents are encouraged to participate on committees and share opinions at regularly scheduled collaboration meetings. The Parent Teacher Student Association (PTSA) also provides for family involvement in school activiities.

## District Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its $700+$ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

## Hemet Unified School District's Core Values

1. Provide a data-driven, standards-based academic program in which students and staff can succeed.
2. All students will improve their achievement in each subject each year.
3. Recruit, train, retain the very best staff for HUSD.
4. Effective initial instruction is the most powerful tool for achievement.
5. Provide viable alternative pathways for student success.
6. Nutritional and physical well-being supports academic achievement.
7. Non-academic endeavors and activities are necessary to provide a balanced educational experience.
8. The quality of our published works and the state of our facilities reflects how we view ourselves.
9. HUSD is responsible to respond positively and proactively to changes in our community.

| Enrollment by Student Group |  |
| :--- | :---: |
| 2008-09 Enrollment: 171 |  |
| African American | $8.19 \%$ |
| American Indian or Alaska Native | $0.58 \%$ |
| Asian | $1.17 \%$ |
| English Learners | $6.00 \%$ |
| Filipino | $2.34 \%$ |
| Hispanic or Latino | $39.77 \%$ |
| Pacific Islander | $0.00 \%$ |
| White (not Hispanic) | $46.78 \%$ |
| Socioeconomically Disadvantaged | $39.00 \%$ |
| Students with Disabilities | $4.00 \%$ |
| Multiple or No Response | $1.17 \%$ |

## Suspensions \& Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Suspension Rates |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | School |  |  | District |  |  |
|  | $\mathbf{0 6 - 0 7}$ | $\mathbf{0 7 - 0 8}$ | $\mathbf{0 8 - 0 9}$ | $\mathbf{0 6 - 0 7}$ | $\mathbf{0 7 - 0 8}$ | $\mathbf{0 8 - 0 9}$ |
| Suspensions | 0.0 | 2.3 | 16.4 | 15.4 | 14.8 | 18.4 |
| Expulsions | 0.0 | 1.1 | 1.2 | 0.5 | 0.6 | 0.4 |

## Class Size and Distribution

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

| Average Class Size \& Class Size Distribution (Secondary) |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| Subject | Avg. <br> Class Size | Number of Classrooms |  |  |
|  | 2007-08 | $\mathbf{1 - 2 0}$ | 33+ |  |
| English | 24.3 |  | 3 |  |
| Mathematics | 18.3 | 3 |  |  |
| Science | 17 | 3 |  |  |
| Social-Science | 15 | 4 | 2 |  |
|  | 21.5 | 4 | 4 |  |
| English | $2008-09$ |  |  |  |
| Mathematics | 14.8 | 7 | 2 |  |
| Science | 24.0 | 1 | 2 |  |
| Social-Science | 21.8 | 6 | 5 | 1 |

## Professional Development

The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standardsbased instructional program.

District professional development priorities are outlined in the current LEA addendum as Curriculum Specific Trainings in Language Arts and Mathematics, Administrator Training Program, English Now, BTSA Induction Support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, three BTSA induction support providers, seven instructional coaches in language arts and mathematics, and five Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development At a Glance calendar on the website for the 2009-2010 school year.

Expenditures Per Pupil and Teacher Salaries (FY 07-08)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and
http://www.cde.ca.gov/ds/fd/cs/.

| Expenditures Per Pupil and Teacher Salaries |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| Level |  | Expenditures Per Pupil |  |  |
| Average <br> Teacher <br> Salary |  |  |  |  |
|  | Total | Supp. | Basic | $\$ 10,456$ |
| School | $\$ 10,644$ | $\$ 5,188$ | $\$ 53,077$ |  |
| District | -- | - | $\$ 5,456$ | $\$ 53,077$ |
| State | -- | -- | $\$ 5,586$ | $\$ 67,109$ |
| Percent Difference (School/District) | 0 | 0 |  |  |
| Percent Difference (School/State) | -2 | -21 |  |  |

## Teacher and Administrative Salaries (FY 07-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Teacher and Administrative Salaries

| Category | District <br> Amount | State <br> Average |
| :--- | :---: | :---: |
| Beginning Teacher Salary | $\$ 40,147$ | $\$ 42,065$ |
| Mid-Range Teacher Salary | $\$ 66,015$ | $\$ 67,109$ |
| Highest Teacher Salary | $\$ 87,860$ | $\$ 86,293$ |
| Superintendent Salary | $\$ 234,185$ | $\$ 216,356$ |
| Average Principal Salary (Elementary) | $\$ 109,340$ | $\$ 107,115$ |
| Average Principal Salary (Middle) | $\$ 114,758$ | $\$ 112,279$ |
| Average Principal Salary (High) | $\$ 126,437$ | $\$ 122,532$ |
| $\%$ of Budget (Teacher Salaries) | $41.21 \%$ | $5.5 \%$ |
| $\%$ of Budget (Administrative Salaries) | $7.7 \%$ | $39.4 \%$ |

## Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/

## \% of Classes In Core Academic Subjects Taught by Teachers Who Are

| Level | NCLB <br> Compliant | Non-NCLB <br> Compliant |
| :--- | :---: | :---: |
| This School | 69.2 | 30.8 |
| All Schools in District | 93.3 | 6.7 |
| High-Poverty Schools | 92.1 | 7.9 |
| Low-Poverty Schools | 77.4 | 22.6 |

## Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Academic Counselors and Other Support Staff |  |
| :--- | :---: |
| Title | \# of FTE <br> Assigned to School |
| Academic Counselor | 1 |
| Average \# of Students per Counselor | 200 |
| Library Media Teacher | 0 |
| Library Media Services Staff | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Nurse | 0 |
| Health Technician | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0.5 |
| Other | 0 |

## Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

| Teacher Credentials |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| Teachers | School |  |  |  |
|  | $\mathbf{0 6 - 0 7}$ | $\mathbf{0 7 - 0 8}$ | $\mathbf{0 8 - 0 9}$ | $\mathbf{0 8 - 0 9}$ |
| With Full Credential | 0 | 3 | 7 | 998 |
| Without Full Credential | 0 | 1 | 0 | 34 |
| Outside Subject <br> Area of Competence | NA | 1 | 3 | 81 |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Misassignments/Vacancies |  |  |  |
| :--- | :---: | :---: | :---: |
|  | $\mathbf{0 7 - 0 8}$ | $\mathbf{0 8 - 0 9}$ | $\mathbf{0 9 - 1 0}$ |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

## 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 1,000 , with a statewide target of 800 . Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

| API Ranks |  |  |  |
| :--- | :---: | :---: | :---: |
|  | 2006 | 2007 | 2008 |
| Statewide |  |  | $7^{*}$ |
| Similar Schools |  |  | N/A |

## School Site Safety Plan

The School Safey Plan is a cooperative effort among three programs on the Educational Options Site. Hemet Unified School District Policies guide the site safety decisions. The campus is closed to the public. All guests must check in with the office before entering the campus. Monthly evacuation drills and administrative reviews of campus needs further enhance the safety of the school site. Disaster supplies and protocol are carefully monitored and discussed with students and staff. A partnership with the Hemet Fire Department allows for an external review of site evacuation and safety plans leading to continual improvement.

## Facilities Maintenance

The site facility is supported by district personnel. The campus has recently expanded the use of classrooms and minor classroom renovations occurred to support the additional number of students on the campus. Classrooms are in good working conditions with ample restrooms for all students.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Facility Conditions |  |  |
| :---: | :---: | :---: |
| Item Inspected | Repair Status | Repair Needed/ Action Taken or Planned |
|  | Good |  |
| Systems: <br> Gas <br> Leaks/Mechanical/HVAC/Sewer <br> Interior: <br> Interior Surfaces <br> Cleanliness: <br> Overall/Pest/Vermin Infestation <br> Electrical: <br> Electrical <br> Restrooms/Fountains: <br> Restrooms/Sinks/ Fountains <br> Safety: <br> Fire Safety/Hazardous <br> Materials <br> Structural: <br> Structural Damage/Roofs <br> External: <br> Grounds/Windows/ <br> Doors/Gates/Fences <br> Overall Rating | $\begin{gathered} {[\mathrm{X}]} \\ {[\mathrm{X}]} \\ {[\mathrm{X}]} \\ {[\mathrm{X}]} \\ {[\mathrm{X}]} \\ {[\mathrm{X}]} \\ {[\mathrm{X}]} \\ {[\mathrm{X}]} \\ {[\mathrm{X}]} \end{gathered}$ | One fire extinguisher to be replaced. <br> Room 104 door is not closing on its own. |

## Curriculum and Instructional Materials

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/6/09 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below ( $0 \%$ lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Hemet Unified School District.

| Interventions Programs for Reading/Language Arts |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Publisher | Edition | Adopted |
| Reading/Language Arts |  |  |  |  |
| 4-12 | SRA/Reach | SRA/McGraw Hill | 2005 | 5/05 |
| 4-12 | High Point El | Hampton-Brown Co. | 2001 | 5/05 |
| 4-12 | Scholastic Read 180 | Scholastic, Inc. | 2002 | 5/05 |


| Advanced Placement (AP) Textbooks |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Grade Levels / Title | Publisher | Edition | Adopted |
| AP Literature \& Composition |  |  |  |  |
| 12 | Perrine's Literature: Structure, Sound \& Sense | Wadsworth Cengage Learning | 10th C (2009) | 6/09 |
| AP Calculus |  |  |  |  |
| 11-12 | Calculus of a Single Variable | Houghton Mifflin Company | 8th C (2006) | 6/09 |
| AP Computer Science \& Computer Programming |  |  |  |  |
| 11-12 | Java Software Solutions | Pearson Education, Inc. | 2nd C (2007) | 6/09 |
| AP Spanish Language \& Literature |  |  |  |  |
| 9-12 | Abriendo Puertas: Lenguaje | McDougal Littell, Inc. | 1st C (2007) | 6/09 |
| 11-12 | Abriendo Puertas: Tomo I | McDougal Littell, Inc. | C (2003) | 6/09 |
| 11-12 | Abriendo Puertas: Tomo II | McDougal Littell, Inc. | C (2003) | 6/09 |
| AP U.S. History |  |  |  |  |
| 10-12 | Out of Many, A History of the American People | Pearson Publisher | 5th C (2007) | 6/09 |
| AP European History |  |  |  |  |
| 10-12 | The Western Heritage | Pearson Education LtdPrentice Hall | 9th C (2007) | 6/09 |
| AP Art History |  |  |  |  |
| 10-12 | Stokstad Art History | Prentice Hall Publisher | 3rd C (2008) | 6/09 |
| AP Biology |  |  |  |  |
| 11-12 | Biology | Addison Wesley | 8th (2008) | 6/09 |
| AP \& General Environmental Science |  |  |  |  |
| 9-12 | Environment: The Science Behind the Stories | Pearson/Prentice Hall | C (2008) | 6/09 |


| Adopted Textbooks |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Grade Levels / Title | Publisher | Edition | Adopted |
| Reading/Language Arts |  |  |  |  |
| 9-12 | Holt Literature \& Language Arts | Holt, Rinehart \& Winston | 2003 | 6/03 |
| English Language Development |  |  |  |  |
| 6-12 | English Now, V 2.0 | LitConn, Inc. | 2007 | 12/06 |
| 6-12 | High Point | National Geographic | 2001 | 6/05 |
| Mathematics |  |  |  |  |
| 9-12 | Algebra 1 | McDougal, Littell | 2008 | 6/08 |
| 9-12 | Geometry, Concepts and Skills | McDougal Littell | 2005 | 6/08 |
| 9-12 | Algebra 2 | McDougal Littell | 2007 | 6/08 |
| 9-12 | Integrated Mathematics I \& II | McDougal Littell | 2002 | 5/04 |
| 9-12 | PreCalculus with Limits, 5th Edition | McDougal Littell | 2008 | 6/08 |
| 12 | Calculus | Addison Wesley | 1999 | 6/99 |
| 12 | Trigonometry, 6th Edition | Turner, Brooks, Cole | 2008 | 6/08 |
| Social Science |  |  |  |  |
| 9 | World Geography | McDougal Littell | 2006 | 6/07 |
| 9 | Health Skills \& Wellness - Behavioral Health Science | Prentice Hall | 1994/2001 | 6/07 |
| 10 | World History, The Modern World | Prentice Hall | 2007 | 6/07 |
| 11 | US History, Modern America | Prentice Hall | 2008 | 6/07 |
| 12 | Magruders American Government / American Govt. 10th E. (AP) | Prentice HallHoughton Mifflin | 1992/1994 | 6/07 \& 12/06 |
| 12 | Economics, Principles in ActionEconomics, 7th Ed. | Prentice HallSouth-Western | 2001/20072005 | 6/07 \& 12/06 |
| 12 | Western Civilization | Thomson Learning, Inc. | 2006 | 1/06 |
| Foreign Language |  |  |  |  |
| 9-12 | Deutsch Aktuell, 1, 2 \& 3 | Paradigm Publications | 1998 | 7/01 |
| 9-12 | Bienvenue, French 1 | Glencoe | 1998 | 7/00 |
| 9-12 | A bord, French 2 | McDougal Littell | 2000 | 6/00 |
| 9-12 | En voyage, French 3 \& 4 | McDougal Littell | 2003 | 6/27 |
| 9-12 | En español! 1 \& 2 | McDougal Littell | 2003 | 6/27 |
| 9-12 | Abriendo Puertas - Antologia de Literatura en Español, Tomo I (AP) | McDougal Littell | 2003 | 6/27 |
| 9-12 | Abriendo Puertas - Antologia de Literatura en Español, Tomo II (AP) | McDougal Littell | 2003 | 6/27 |
| 9-12 | Abiendo Puertas (AP) | McDougal Littell | 2003 | 6/27 |
| Science |  |  |  |  |
| 10-12 | California Biology | Prentice Hall | 2007 | 6/08 |
| 10-12 | Hole's Human Anatomy \& Physiology | Glenco McGraw Hill | 2009 | 6/08 |
| 10-12 | Holt PhysicsCalifornia Edition | Holt | 2007 | 6/08 |
| 11-12 | Holt Modern Chemistry | Holt | 2009 | 6/08 |
| 11-12 | Astronomy - Journey to The Cosmic Frontier, 5th Edition | Glenco McGraw Hill | 2008 | 6/08 |
| 11-12 | Integrated Principles of Zoology | McGraw Hill | 2006 | 1/06 |
| Visual \& Performing Arts |  |  |  |  |
| 9-12 | Music Appreciation | McGraw Hill | 2000 | 12/01 |
| 9-12 | Stage Makeup | Watson-Guptill | 1999 | 12/01 |
| 9-12 | Simply 3D | Micrografx | 1998 | 4/00 |

## California Physical Fitness Test Results

Every year, the California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

| California Physical Fitness Test Results |  |  |  |
| :---: | :---: | :---: | :---: |
|  | $\mathbf{4}$ of $\mathbf{6}$ | $\mathbf{5}$ of $\mathbf{6}$ | $\mathbf{6}$ of $\mathbf{6}$ |
| Grade 9 | 21.3 | 25.3 | 33.3 |

## DataQuest and Access to Data

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). 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 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.

## California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades $5,8,9,10$, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Percent of Students Scoring At Proficient or Advanced |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Subject | School |  |  | District |  |  | State |  |  |
|  | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts |  | 48 | 63 |  | 43 | 46 |  | 46 | 50 |
| Mathematics |  | 13 | 17 |  | 37 | 38 |  | 43 | 46 |
| Science |  | 29 | 63 |  | 39 | 41 |  | 46 | 50 |
| History-Social Science |  | 38 | 33 |  | 31 | 34 |  | 36 | 41 |

CST Results by Student Group - Most Recent Year
This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Percent of Students Scoring At Proficient or Advanced |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Student Group | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | 43 | 8 | * | * |
| American Indian / Alaska Native | * | * |  |  |
| Asian | * | * |  |  |
| Hispanic or Latino | 56 | 10 | 56 | 35 |
| Filipino | * | * | * | * |
| Pacific Islander | * | * | * | * |
| White (not Hispanic) | 71 | 21 | 67 | 25 |
| Male | 61 | 21 | 63 | 45 |
| Female | 65 | 14 | 62 | 25 |
| Economically Disadvantaged | 56 | 12 | 61 | 29 |
| English Learners | * | * | * | * |
| Students with Disabilities | * | * | * | * |
| Students Receiving Migrant Education |  |  |  |  |

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source). Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

NAEP Reading and Mathematics Results for All Students by Grade Level
This table displays the scale scores and achievement levels on the NAEP Results for reading (2007) and mathematics (2009) for grades four and eight.

## NAEP Reading and Mathematics Results for All Students

| Subject and Grade Level | Average Scale Score |  | State Percent at Achievement Level |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  | State | National | Basic | Proficient | Advanced |
| Reading 2007, Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007, Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Mathematics 2009, Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Mathematics 2009, Grade 8 | 270 | 282 | 36 | 18 | 5 |

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level This table displays the state and national participation rates on the NAEP progress for reading (2007) and mathematics (2009) for students with disabilities (SWD Students) and English Language Learners (EL Students) for grades four and eight.

| NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  | Subject and Grade Level |  | SWD Student Participation Rate |  | EL Student Participation Rate |  |
|  | State | National | State | National |  |
|  | 74 | 93 | 65 | 80 |  |
| Reading 2007, Grade 8 | 78 | 92 | 66 | 77 |  |
| Mathematics 2009, Grade 4 | 79 | 96 | 84 | 94 |  |
| Mathematics 2009, Grade 8 | 85 | 96 | 78 | 92 |  |

## Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria |  |  |
| :--- | :---: | :---: |
|  | School | District |
| AYP Overall | Yes | No |
| Participation Rate: |  |  |
| English-Language Arts | Yes | Yes |
| Mathematics | Yes | Yes |
| Percent Proficient: |  |  |
| English-Language Arts | Yes | No |
| Mathematics | Yes | No |
| API | Yes | Yes |
| Graduation Rate (High Schools) | N/A | 13 |
| Number of Schools Currently in PI | N/A | 46.4 |
| Percent of Schools Currently in PI |  |  |

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ayl.

| Program Improvement Status |  |  |
| :--- | :---: | :---: |
|  | School | District |
| PI Status |  | In PI |
| First Year of PI |  | $2004-2005$ |
| Year in PI |  | Year 3 |

API Changes by Student Group - Three-Year Comparison
This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| API Changes |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| Student Group | Actual Change | Score |  |  |
| 06-07 | $\mathbf{0 7 - 0 8}$ | $08-09$ | 2009 |  |
| All Students at the School | N/A | B | 20 | 766 |
| African American | N/A |  |  |  |
| American Indian / Alaska Native | N/A |  |  |  |
| Asian | N/A |  |  |  |
| Filipino | N/A |  |  |  |
| Hispanic or Latino | N/A |  |  | 755 |
| Pacific Islander | N/A |  |  |  |
| White (not Hispanic) | N/A |  |  | 789 |
| Socioeconomically Disadvantaged | N/A |  |  | 757 |
| English Learners | N/A |  |  |  |
| Students with Disabilities | N/A |  |  |  |

California High School Exit Exam (CAHSEE) Results
The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced (Adv.), Proficient (Prof.), and Not Proficient (Not Prof.). Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. This table displays the percent of students achieving at the Proficient or Advanced level.

| CAHSEE Results for All Students |  |  |  |
| :--- | :---: | :---: | :---: |
| Subject |  |  |  |
| 2007-08 |  |  |  |
| English | 48.0 | 49.2 | 52.9 |
| Mathematics | 28.0 | 42.9 | 51.3 |
| $\mathbf{2 0 0 8 - 0 9}$ |  |  |  |
| English | 73.6 | 52.8 | 52.0 |
| Mathematics | 60.4 | 47.7 | 53.3 |


| CAHSEE Results by Student Group - Most Recent Year |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| English-Language Arts |  |  | Mathematics |  |  |
| Not Prof. | Prof. | Adv. | Not Prof. | Prof. | Adv. |
| All Students |  |  |  |  |  |
| 26.4 | 39.6 | 34.0 | 39.6 | 47.2 | 13.2 |
| Male |  |  |  |  |  |
| 26.1 | 39.1 | 34.8 | 39.1 | 56.5 | 4.3 |
| Female |  |  |  |  |  |
| 26.7 | 40.0 | 33.3 | 40.0 | 40.0 | 20.0 |
| American Indian or Alaska Native |  |  |  |  |  |
| * | * | * | * | * | * |
| Asian |  |  |  |  |  |
| * | * | * | * | * | * |
| Hispanic or Latino |  |  |  |  |  |
| 33.3 | 38.1 | 28.6 | 52.4 | 28.6 | 19.0 |
| Pacific Islander |  |  |  |  |  |
| * | * | * | * | * | * |
| White (not Hispanic) |  |  |  |  |  |
| 15.4 | 42.3 | 42.3 | 26.9 | 61.5 | 11.5 |
| English Learners |  |  |  |  |  |
| * | * | * | * | * | * |
| Socioeconomically Disadvantaged |  |  |  |  |  |
| 25.0 | 45.8 | 29.2 | 41.7 | 41.7 | 16.7 |
| Students Receiving Migrant Education Services |  |  |  |  |  |
| * | * | * | * | * | * |
| Students with Disabilities |  |  |  |  |  |
| * | * | * | * | * | * |

Dropout Rate and Graduation Rate
This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels.

| Dropout and Graduation Rates |  |  |  |
| :--- | :---: | :---: | :---: |
| Indicator |  |  |  |
| School |  |  |  |
| Dropout Rate: 1yr |  | $\mathbf{2 0 0 6}-07$ | $\mathbf{2 0 0 7 - 0 8}$ |
| Graduation Rate |  | 78.5 | 97.7 |
| District |  |  |  |
| Dropout Rate: 1yr | 3.7 | 5.7 | 4.6 |
| Graduation Rate | 78.0 | 78.5 | 80.4 |
| State |  |  |  |
| Dropout Rate: 1yr | 3.5 | 4.4 | 3.9 |
| Graduation Rate | 83.4 | 80.6 | 80.2 |

## Completion of High School Graduation Requirements

For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.
Graduating Class of 2009

|  | School | District |
| :--- | :---: | :---: |
| All Students | 22 | 1402 |
| African American | 2 | 78 |
| American Indian / Alaska Native | 0 | 19 |
| Asian | 0 | 24 |
| Filipino | 1 | 20 |
| Hispanic or Latino | 12 | 486 |
| Pacific Islander | 0 | 3 |
| White (not Hispanic) | 7 | 772 |
| Socioeconomically Disadvantaged | 7 | 557 |
| English Learners | 1 | 101 |
| Students with Disabilities | 0 | 94 |

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses.

Advanced Placement (AP) Courses

| Subject | \# Offered | \% of Students |  |  |
| :--- | :---: | :---: | :---: | :---: |
| Computer Science |  | N/A |  |  |
| English |  | N/A |  |  |
| Fine and Performing Arts |  | N/A |  |  |
| Foreign Language |  | N/A |  |  |
| Mathematics |  | $\mathrm{N} / \mathrm{A}$ |  |  |
| Science |  | $\mathrm{N} / \mathrm{A}$ |  |  |
| Social Science |  | $\mathrm{N} / \mathrm{A}$ |  |  |
| All courses |  |  |  |  |
|  |  |  |  |  |

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission.

Courses for University of California and/or California State University Admission
Percent of Students Enrolled in Courses Required for UC/CSU Admission
Percent of Graduates Who Completed All Courses Required for UC/CSU Admission

