School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Academy for Academic Excellence School

Address: 17500 Mana Rd. , Apple Valley   CA 92307-2181   Phone: 760-946-5414
Principal: Chip Kling   Grade Span: K - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Academy for Academic Excellence (AAE) is an independent, direct-funded Charter School. The AAE was chartered by Apple Valley Unified School District in 1997. The Charter was renewed for five more years in 2002. The AAE has two campuses in Apple Valley. The K-2 campus is located at 20702 Thunderbird Road and the 3-12 grade campus is at 17500 Mana Road. The school offers full-time programs for students. A strong emphasis on academic rigor and teacher-practitioner research has allowed the AAE to develop many best practices to the benefit of the students and staff. High school courses are UC approved. A number of AP courses are also offered.
Located on a 150-acre parcel of land that includes parts of the Mojave River, the AAE promotes high academic and behavioral standards for students and staff. The location allows students access to a variety of unique ecosystems. This has allowed the school to develop an inquiry-based, hands-on approach to learning. Partnerships with a number of community organizations including the Mojave Water Agency, JPL/NASA, St. Mary s Hospital and AQMD have greatly expanded the opportunities for learning at the AAE.

Student Enrollment

Group	Percent
African American	7.69 %
American Indian or Alaska Native	0.71 %
Asian	1.72 %
Filipino	1.72 %
Hispanic or Latino	20.34 %

Pacific Islander	0.51 %
White (not Hispanic)	63.97 %
Multiple or No Response	3.34 %
Socioeconomically Disadvantaged	18.00 %
English Learners	1.00 %
Students with Disabilities	1.00 %
Total Number of Students	988

Teachers

Indicator	Teachers
Teachers with full credential	46
Teachers without full credential	4

Student Performance

Subject	Students Proficient and Above on California Standards Tests										
Grade	2	3	4	5	6	7	8	9	10	11	EOC
English/LA	73%	74%	75%	66%	74%	81%	81%	81%	74%	78%	
Mathematics	77%	76%	73%	58%	55%	48%					
Science											
History/SS											
Gen Math							39%	19%			32%
Algebra I						73%	22%	22%	6%		24%
Geometry							44%	20%	15%	5%	21%
Algebra II								27%	13%	7%	17%
Summative HS Math									24%	20%	21%
Social Science							37%				
World History									63%		63%
US History										39%	
Life Science				70%			84%		80%		
Biology								90%	74%	85%	79%
Chemistry									50%	26%	37%
Earth Science								45%		62%	48%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	835
Statewide Rank (from 2008 Base API Report)	9
2009-10 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

The Academy for Academic Excellence is a K-12 school that is located on two sites. The Thunderbird Campus houses K - 2 grade students. It is located on Thunderbird Road in Apple Valley. It borders Mojave Mesa Elementary School and Vista Campana Middle School. The Thunderbird Campus is the location of a 14-inch telescope and observatory that hosts many events for students, parents, staff and the community at large.
The Mojave River Campus is located on a 150-acre site that borders State Highway 18 and the Mojave River. The north end of the site houses an Elementary campus, grades 3-6. The south end of the site contains a 7-8 grade site and a High School site. The campus has state-of-the-art facilities including a Mission Operations center that provides students and teachers with direct connections to a radio telescope located in the Goldstone Array in Southern California.
Future plans include a gymnasium, athletic fields, a performing arts center, and a building containing science labs. A full-time Maintenance Department ensures that the grounds, buildings and restrooms are kept clean. A custodial crew works evenings to provide the support required to maintain clean and sanitary facilities. Any needed repairs are made by the Maintenance Department. Any repairable items that cannot be fixed by the Maintenance Department are contracted out.

Repairs Needed

Gas Leak in Bldg A

Corrective Actions Taken or Planned

Replaced gasline

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials

Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$7917
District	$7917
State	$5,512

School Completion

Indicator	Result
Graduation Rate	97.4 %

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	38%

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result

Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page 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

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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Academy for Academic Excellence	District Name	Apple Valley Unified
Street	17500 Mana Rd.	Phone Number	760-247-8001
City, State, Zip	Apple Valley , CA 92307-2181	Web Site	www.avusd.org
Phone Number	760-946-5414	Superintendent	Robert Seevers
Principal	Chip Kling	E-mail Address	bob_seevers@avusd.org
E-mail Address	ckling@lcer.org	CDS Code	36- 75077- 3631207

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Academy for Academic Excellence Mission Statement: Research, develop and implement innovative educational programs to maximize each student s potential to become honorable, courageous, generous citizens and highly effective learners.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for parental involvement abound at the AAE. The school sponsors a number of organizations that give parents direct input into the governance of the school. These organizations include a Parent/Teacher Organization and the School Site Council. In addition to opportunities to assist in the governance of the school, the AAE provides a number of informational and educational programs to involve parents in the educational process. Through the guidance of the school Psychologist, seminars in discipline, Love & Logic, parental involvement, family counseling, and support are offered at various times throughout the school year. Parents are encouraged to volunteer in the classroom and become involved in on-going research projects involving their children through the web site where opportunities to assist are posted. In addition, a variety of informational meetings are scheduled throughout the year including Parent Orientation Nights, Back to School Night, College Prep Night, Grade Level Nights, Science Fair and a variety of topics of specific interest. For additional information about organized opportunities for parent involvement at Academy for Academic Excellence, please contact the school office.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	40
Grade 1	41
Grade 2	40
Grade 3	42
Grade 4	53
Grade 5	52
Grade 6	80
Grade 7	107
Grade 8	109
Ungraded Elementary	0
Grade 9	119

Grade 10	113
Grade 11	99
Grade 12	93
Ungraded Secondary	0
Total Enrollment	988

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	7.69 %
American Indian or Alaska Native	0.71 %
Asian	1.72 %
Filipino	1.72 %
Hispanic or Latino	20.34 %
Pacific Islander	0.51 %
White (not Hispanic)	63.97 %
Multiple or No Response	3.34 %
Socioeconomically Disadvantaged	18.00 %
English Learners	1.00 %
Students with Disabilities	1.00 %

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2			20.0	2			20.0	2		
1	20.0	2			20.0	2			20.5	1	1	
2	20.0	2			20.5	1			20.0	2		
3	21.0		2		20.5	1	1		20.0	2		
4	26.0		2		26.0		2		26.0		2	
5	26.0		2		26.0		2		26.0		2	
6	26.0		2		25.7		3		25.7		3	
K-3												

3-4													
4-8													
Other													

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.2	19	14		24.1	13	14		22.0	12	16	
Mathematics	24.8	4	21		27.0	5	14	4	23.7	10	16	
Science	23.1	10	18		21.6	16	16		21.6	17	17	
Social Science	25.0	8	10	4	26.2	6	13	2	24.2	10	15	1

III. School Climate

School Safety Plan (School Year 2008-09)

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

Student safety is of the utmost importance on our campus. We maintain a closed campus during the day, requiring all visitors and late students to check in at an entrance kiosk and the school office before coming onto campus. In addition, parents and their designees are required to be listed on an emergency card and present picture identification if a child needs to leave.
Volunteers working on campus are required to be fingerprinted. Volunteer coaches and athletic drivers are also fingerprinted and checked through the DMV before they may drive students to events.
Students are expected to follow the school wide code of conduct and behavior standards in the classroom, on the playground, and/or whenever they are representing our school in off campus events. Expectations, rewards and consequences are reviewed with students through administrator led assemblies. Students are monitored on a consistent basis either by teachers, administrators or CDOs (Character Development Officers).
Our safety plan also addresses emergency preparedness with procedures on how to respond to natural or man-made emergencies. The staff spends time each year in training and preparation should a disaster occur during the school day.
Date of Last Review/Update: 11-09
Date Last Reviewed with Staff: 8-09

Suspensions and Expulsions

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

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions				16.6	17.3	22.8
Expulsions				0.7	0.5	0.5

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Academy for Academic Excellence is a K-12 school that is located on two sites. The Thunderbird Campus houses K - 2 grade students. It is located on Thunderbird Road in Apple Valley. It borders Mojave Mesa Elementary School and Vista Campana Middle School. The Thunderbird Campus is the location of a 14-inch telescope and observatory that hosts many events for students, parents, staff and the community at large.
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Future plans include a gymnasium, athletic fields, a performing arts center, and a building containing science labs. A full-time Maintenance Department ensures that the grounds, buildings and restrooms are kept clean. A custodial crew works evenings to provide the support required to maintain clean and sanitary facilities. Any needed repairs are made by the Maintenance Department. Any repairable items that cannot be fixed by the Maintenance Department are contracted out.
School Facility Good Repair Status (School Year 2008-09)

School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			

Interior: Interior Surfaces	N/A	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
Overall Rating	X			N/A	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page.

Teachers	School			District
	2006-07	**2007-08**	**2008-09**	**2008-09**
With Full Credential	44	45	46	626
Without Full Credential	3	4	4	22

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	**Taught by Non-NCLB Compliant Teachers**
This School	90.6	9.4
All Schools in District	97.9	2.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.9	514
Library Media Teacher (Librarian)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	0	N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts Mathematics Science History-Social Science	K-8 textbooks and supplemental materials are recent editions, based on the California State Content Standards. Textbooks used at the AAE have met the requirements for the State of California Adopted Textbook list. High School textbooks meet the California Content Standards for each subjects. Textbooks are updated on an as-needed basis. Curriculum is evaluated yearly	K-8 textbooks and supplemental materials are recent editions, based on the California State Content Standards. Textbooks used at the AAE have met the requirements for the State of California Adopted Textbook list.

	and textbooks are updated to assist students and teachers in each core subject matter area. Enough textbooks are provided for each student to have their own set. In some course, an additional classroom set of books is provided. This extra set allows students to keep one copy at home and have access to a textbook at school as well.	
Foreign Language		
Health		
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	LEA Provided	$9543	$7917	$59,167
State	N/A	N/A	$5,512	$65,905

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,899	$40,786
Mid-Range Teacher Salary	$59,167	$65,726
Highest Teacher Salary	$76,729	$85,230
Average Principal Salary (Elementary)	$89,228	$106,548
Average Principal Salary (Middle)	$89,228	$112,237
Average Principal Salary (High)	$89,228	$121,617
Superintendent Salary	$ 118,914	$191,155
Percent of Budget for Teacher Salaries	40.23%	40.60 %
Percent of Budget for Administrative Salaries	5.98%	5.30 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modifiedachievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09

English-Language Arts	65	71	77	43	45	49	43	46	50
Mathematics	38	37	41	36	37	40	40	43	46
Science	68	74	80	41	51	52	38	46	50
History-Social Science	56	68	75	29	34	36	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	68	39	*	73
American Indian or Alaska Native	*	*	*	*
Asian	64	43	*	*
Filipino	93	40	*	*
Hispanic or Latino	72	33	81	72
Pacific Islander	*	*	*	*
White (not Hispanic)	79	44	80	75
Male	74	41	82	76
Female	80	40	79	74
Economically Disadvantaged	69	34	65	63
English Learners	45	18	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three

proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

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		81.7	90		46.7	50.7		52.9	52.0
Mathematics		76.4	96		45.2	42.1		51.3	53.3

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Number Tested	Number Passed	Percentage Passed	Number Tested	Number Passed	Percentage Passed
All Students	104	100	96%	105	95	90%
Male	59	56	95%	60	53	88%
Female	45	44	98%	45	42	93%
African American	6			6		
American Indian or Alaska Native	1			1		
Asian	0			0		
Filipino	2			2		
Hispanic or Latino	23	22	96%	24	21	88%
Pacific Islander	1			1		
White (not Hispanic)	68	66	97%	69	62	90%

English Learners	2			2		
Socioeconomically Disadvantaged	16	14	88%	16	13	81%
Students with Disabilities	0			*	*	*

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	17.6	35.3	17.6
7	26.9	31.5	22.2
9	30.7	29.8	14.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	9	9
Similar Schools	10	10	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	7	23	N/A	N/A
African American			N/A	N/A
American Indian or Alaska Native			N/A	N/A
Asian			N/A	N/A
Filipino			N/A	N/A
Hispanic or Latino	6	42	N/A	N/A
Pacific Islander			N/A	N/A
White (not Hispanic)	14	25	N/A	N/A
Socioeconomically Disadvantaged			N/A	N/A
English Learners			N/A	N/A
Students with Disabilities			N/A	N/A

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress (AYP) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

AYP Criteria	School	District
Overall	Yes	No

Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE Adequate Yearly Progress (AYP) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2008-2009
Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	16.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee

policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the Undergraduate Admission & Requirements Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)		1.2	0.9	5.0	6.1	4.4	3.5	4.4	3.9
Graduation Rate	100.0	98.7	97.4	83.2	74.6	75.7	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. 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.

Group	Graduating Class of 2009		
	School		
All Students	95%		
African American	90%		
American Indian or Alaska Native	100%		
Asian	100%		
Filipino	100%		
Hispanic or Latino	94%		
Pacific Islander	N/A		
White (not Hispanic)	97%		
English Learners	100%		
Students with Disabilities	80%		

Courses for University of California and/or California State University Admission (School Year 2007-08)

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

about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE DataQuest Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	48.6
Graduates Who Completed All Courses Required for UC/CSU Admission	45.9

Advanced Placement Courses (School Year 2008-09)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		
English	2	17%
Fine and Performing Arts		
Foreign Language		
Mathematics	2	4%
Science		
Social Science	3	17%
All courses	7	38%

XII. Professional Development

AAE has five staff days annually

XIII. National Assessment of Educational Progress

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).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of

student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

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

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	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