Executive Summary School Accountability Report Card, 2009–2010

Academy for Academic Excellence

Address: 17500 Mana Road   Apple Valley, CA 92307
Principal: Chip Kling

Phone: 760-946-5414
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 information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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 with a mid -year review in 2005 and again in 2010. The AAE has three campuses in Apple Valley. The K-1 campus is located at 20702 Thunderbird Road, 2nd – 4th graders are on our Corwin Campus located at 18350 Corwin Road and the 5-12 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 MRC 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	Enrollment
Number of students	1335
Black or African American	5.17 %
American Indian or Alaska Native	.60 %
Asian	2.47 %
Filipino	1.87 %
Hispanic or Latino	23.60 %
Native Hawaiian/Pacific Islander	.45 %
White (not of Hispanic origin)	58.73 %
Two or More Races	7.11 %
Socioeconomically Disadvantaged	18 %
English Learners	.02 %
Students with Disabilities	8.10 %

Teachers

Indicator	Teachers
Teachers with full credential	61
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	6
Total Teacher Misassignments	7

Student Performance

Subject	Students Proficient and Above on STAR[1] Program Results
English-Language Arts	73.8%
Mathematics	60.4%
Science	%
History-Social Science	%

Academic Progress

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	847
Statewide Rank (from 2009 Base API Report)	834
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 18 of 18
2010–11 Program Improvement Status (PI Year)	NA

School Facilities

Summary of Most Recent Site Inspection

The Academy for Academic Excellence is a K-12 school that is located on three sites. The Thunderbird Campus houses K - 1 grade students. It is located on Thunderbird Road in Apple Valley. It borders the two campuses of Phoenix Academy. 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 leased Corwin Campus is the former St. Mary's Catholic School and is now home to grades 2 -4 , located on the corner of Corwin Road and Hwy 18. 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 5-6. 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 Control 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.

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[1] Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Repairs Needed

Corwin Campus:

- Swamp coolers not working
- Electrical needed to have cafeteria program
- Main breaker went out
- Main water line break

Mojave River Campus:

- Windows in kiosk and mineral city broken due to vandalism
- Wires in electrical vault caught on fire due to flooding
- Sewer damage to Buildings A and E due to flooding

Thunderbird Campus:

- Sink hole on Phoenix Academy's property, which is jointly used by AAE

Corrective Actions Taken or Planned

Corwin Campus:

- Restored swamp coolers to working condition and replaced units as needed
- Ran electrical in kitchen
- Replaced main breaker
- Repaired main water line

Mojave River Campus:

- Repaired windows in kiosk and mineral city
- Repaired wires in electrical vault
- Sewer for Buildings A and E repaired

Thunderbird Campus:

- Worked with AVUSD to ensure sinkhole was repaired

Curriculum and Instructional Materials

Core Curriculum Area	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	$ 7815

School Completion

Indicator	Result
Graduation Rate (if applicable)	97.96 %

Postsecondary Preparation

Measure	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	27.6 %

School Accountability Report Card
Reported Using Data from 2009–10 School Year
Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, 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 at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.
School District

School Name	Academy for Academic Excellence
Street	17500 Mana Road
City, State, Zip	Apple Valley, Ca 92307
Phone Number	760-946-5414
Principal	Chip Kling
Email	ckling@lcer.org
CEO	Rick Piercy
Email	rpiercy@lcer.org
Website address	Lewiscenter.org
CDS code	36-75077-3631207

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

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 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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 2009–10)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	94	Grade 8	112
Grade 1	94	Ungraded Elementary	
Grade 2	92	Grade 9	127
Grade 3	93	Grade 10	99
Grade 4	104	Grade 11	101
Grade 5	104	Grade 12	97
Grade 6	101	Ungraded Secondary	
Grade 7	117	Total Enrollment	1335

Student Enrollment by Group (School Year 2009–10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.17 %	White	58.73 %
American Indian or Alaska Native	.60 %	Two or More Races	7.11 %
Asian	2.47 %	Socioeconomically Disadvantaged	18 %
Filipino	1.87 %	English Learners	.02 %
Hispanic or Latino	23.60 %	Students with Disabilities	8.10 %
Native Hawaiian/Pacific Islander	.45 %		

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	2007–08				2008–09				2009–10			
	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	2			20	2			23.5		4	
1	20	2			20.5	1	1		23.5		4	
2	20.5	1	1		20	2			23		4	
3	20.5	1	1		20	2			23.25		4	
4	26		2		26		2		26		4	
5	26		2		26		2		26		4	
6	25.7		3		25.7		3		25.25		4	
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	2007–08				2008–09				2009–10			
	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	24.1	13	14		22	12	16		19.45	21	10	0
Mathematics	27.0	5	14	4	23.7	10	16		18.45	20	11	0
Science	21.6	16	16		21.6	17	17		16.57	24	11	0
Social Science	26.2	6	13	2	24.2	10	15	1	12.6	22	4	0

II. School Climate

School Safety Plan (School Year 2009–10)

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 a guarded 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: 12-2010

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 2009-2010 school year. Numbers shown for 2007-2009 are total numbers of incidents.

ELEMENTARY DISCIPLINE INCIDENTS	2007-2008	2008-2009	2009-2010
# REFERRALS	461	697	103.9%
# OUT-OF-SCHOOL SUSPENSIONS	25	25	3.46%
# IN-SCHOOL SUSPENSIONS	11	11	2.74%
# EXPULSIONS	1	0	0

MIDDLE SCHOOL DISCIPLINE INCIDENTS	2007-2008	2008-2009	2009-2010
# REFERRALS	403	545	132%
# OUT-OF-SCHOOL SUSPENSIONS	18	13	7.33%
# IN-SCHOOL SUSPENSIONS	8	16	5.04%
# EXPULSIONS	0	0	0

HIGH SCHOOL DISCIPLINE INCIDENTS	2007-2008	2008-2009	2009-2010
# REFERRALS	835	1312	95.8%
# OUT-OF-SCHOOL SUSPENSIONS	35	21	4.28%
# IN-SCHOOL SUSPENSIONS	17	30	2.77%
# EXPULSIONS	2	1	.25%

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, 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 three sites. The Thunderbird Campus houses K - 1 grade students. It is located on Thunderbird Road in Apple Valley. It borders the two campuses of Phoenix Academy. 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 Corwin Campus is home to grades 2 -4 and is located on the corner of Corwin Road and Hwy 18. 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 5-6. 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.

School Facility Good Repair Status (School Year 2010–11)

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

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 at http://dq.cde.ca.gov/dataquest/.

Teachers	School		
	2007–08	2008–09	2009–10
With Full Credential	45	46	61
Without Full Credential	4	4	2
Teaching Outside Subject Area of Competence			1

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*.

Indicator	2008–09	2009–10
Mis-assignments of Teachers of English Learners	6	6
Total Teacher Mis-assignments	7	7
Vacant Teacher Positions	1	1

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
AAE	95 %	5 %

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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	2	326
Counselor (Social/Behavioral or Career Development)	2	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	.80	n/a
Psychologist	.60	n/a
Social Worker	0	n/a
Nurse	.80	n/a
Speech/Language/Hearing Specialist	.5	n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	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 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.		
Mathematics			
Science			
History-Social Science			
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 2008–09)

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 at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
AAE	$8206	$1304	$6902	$56, 422

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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 at http://www.cde.ca.gov/ds/fd/cs/.

Category	LCER Amount
Beginning Teacher Salary	$ 37,899
Mid-Range Teacher Salary	$ 59, 167
Highest Teacher Salary	$ 76,729
Average Principal Salary (Elementary)	$ 89,228
Average Principal Salary (Middle)	$ 89,228
Average Principal Salary (High)	$ 89,228
Superintendent Salary	$ 118,914
Percent of Budget for Teacher Salaries	40.21%
Percent of Budget for Administrative Salaries	5.14 %
Percent of Budget for CEO	1.47%

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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and 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 is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, 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 at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	71	77	74	45	49	54	46	50	52
Mathematics	37	41	60	37	40	54	43	46	48
Science	74	80	77	51	52	55	46	50	54
History-Social Science	68	75	76	34	36	42	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	54	55	42
All Students at the School	74	60	77	76
Male				
Female				
Black or African American	72	57		
American Indian or Alaska Native	NA	NA	NA	NA
Asian	63	47		
Filipino	71	53		
Hispanic or Latino	74	58		
Native Hawaiian or Pacific Islander	NA	NA	NA	NA
White	75	64		
Two or More Races	72	53		
Socioeconomically Disadvantaged	66	55		
English Learners	53	35		
Students with Disabilities	23	15		
Students Receiving Migrant Education Services	NA	NA		

California High School Exit Examination

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 AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. *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 Grade Ten Students – Three-Year Comparison (if applicable)

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

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	81.7	90	94	46.7	50.7	82	52.9	52	81
Mathematics	76.4	96	92	45.2	42.1	78	51.3	53.3	81

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School	17.3	22.4	60.2	26.5	57.1	16.3
Male	24.5	26.5	49.0	26.5	57.1	16.3
Female	10.2	18.4	71.4	26.5	57.1	16.3
Black or African American	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA	NA
Hispanic or Latino	29.4	29.4	41.2	35.3	58.8	5.9
Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
White	15.1	13.2	71.7	18.9	64.2	17.0
Two or More Races	NA	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	18.2	36.4	45.5	18.2	77.3	4.5
English Learners	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA	NA

California Physical Fitness Test Results (School Year 2009–10)

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 the 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 Web page at http://www.cde.ca.gov/ta/tg/pf/. *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.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	Information has not been release by the state at this time		
7			
9			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 at http://www.cde.ca.gov/ta/ac/ap/.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	23	5	13
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	NA	NA	NA
Asian	NA	NA	NA
Filipino	NA	NA	NA
Hispanic or Latino	42	15	26
Native Hawaiian/Pacific Islander	NA	NA	NA
White	25	-4	11
Two or More Races	N/A	N/A	NA
Socioeconomically Disadvantaged	NA	2	20
English Learners	NA	NA	NA
Students with Disabilities	NA	NA	NA

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	13	15	13
Black or African American	NA	23	16
American Indian or Alaska Native	NA	NA	13
Asian	NA	15	13
Filipino	NA	NA	14
Hispanic or Latino	26	20	17
Native Hawaiian/Pacific Islander	NA	NA	11
White	11	14	11
Two or More Races	NA	NA	15
Socioeconomically Disadvantaged	20	16	17
English Learners	NA	14	16
Students with Disabilities	NA	16	16

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	100	99
Participation Rate - Mathematics	100	99
Percent Proficient - English-Language Arts	56.8	53.9
Percent Proficient - Mathematics	58	53.8
API	847	770
Graduation Rate	97.96	76

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course 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 at http://www.universityofcalifornia.edu/admissions/general.html. (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 California State University Web page at http://www.calstate.edu/SAS/admreq.shtml. (Outside Source)

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 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 at http://dq.cde.ca.gov/dataquest/.

| Indicator | AAE | | |
	2006–07	2007–08	2008–09
Dropout Rate (1-year)	1	2	2
Graduation Rate	98.7 %	97.6 %	98 %

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	94	Not available	Not available
Black or African American	5.31	Not available	Not available
American Indian or Alaska Native	1.06	Not available	Not available
Asian	1.06	Not available	Not available
Filipino	1.06	Not available	Not available
Hispanic or Latino	12.76	Not available	Not available
Native Hawaiian/Pacific Islander	0	Not available	Not available
White	76.59	Not available	Not available
Two or More Races	2.12	Not available	Not available
Socioeconomically Disadvantaged	12.76	Not available	Not available
English Learners	0	Not available	Not available
Students with Disabilities	3	Not available	Not available

Courses for University of California and/or California State University Admission (School Year 2008–09)

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 at http://dq.cde.ca.gov/dataquest/.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	93%
Graduates Who Completed All Courses Required for UC/CSU Admission	46%

Advanced Placement Courses (School Year 2009–10)

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 at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	2	60%
Fine and Performing Arts	0	n/a
Foreign Language	0	n/a
Mathematics	3	8%
Science	0	n/a
Social Science	3	37%
All courses	8	27%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

AAE has five staff days annually