

# School Accountability Report Card Reported for School Year 2002-2003

*Published During 2003-2004*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
<b>School Name</b>	Academy for Academic Excellence	<b>District Name</b>	Apple Valley Unified
<b>Principal</b>	Nancy MacLaren/Gordon Soholt	<b>Superintendent</b>	Richard Piercy
<b>Street</b>	17500 Mana Road	<b>Street</b>	22974 Bear Valley Road
<b>City, State, Zip</b>	Apple Valley, CA 92307-	<b>City, State, Zip</b>	Apple Valley, CA 92308-7423
<b>Phone Number</b>	760-946-5414	<b>Phone Number</b>	760-946-5414
<b>FAX Number</b>	760-946-5343	<b>FAX Number</b>	760-946-5343
<b>Web Site</b>	www.lcer.org	<b>Web Site</b>	www.lcer.org
<b>E-mail Address</b>	gsoholt@lcer.org	<b>E-mail Address</b>	rpiercy@lcer.org
<b>CDS Code</b>	36-75077-3631207	<b>SARC Contact</b>	Gordon Soholt

## School Description and Mission Statement

The Academy for Academic Excellence (AAE) is an independent, direct-pay 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 on Thunderbird Road and the 3-12 grade campus is on Mana Road. The School offers both full-time and independent study programs for students and parents. A strong emphasis on academic rigor and teacher-practioner research has allowed the AAE to develop best practices to the benefit of the students and staff. All high school courses are UC approved. A limited 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 access to a variety of unique ecosystems. This has allowed the school to develop an inquiry-based, hands-on approach to science. Partnerships with a number of community organizations including the Mojave Water Agency, JPL/NASA, and AQMD have greatly expanded the opportunities for learning at the AAE.

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	Paul Rosell	<b>Contact Person Phone Number</b>	760.946.5414x249
<p>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 Parent Support Center, run by Paul Rosell, seminars in discipline, Love &amp; Logic, parental involvement, family counseling, and support are offered on an on-going schedule through the school year.</p> <p>Parents are encourage 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.</p>			

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	43	Grade 9	76
Grade 1	47	Grade 10	102
Grade 2	46	Grade 11	61
Grade 3	50	Grade 12	56
Grade 4	52	Ungraded Secondary	0
Grade 5	59		
Grade 6	60		
Grade 7	99		
Grade 8	99		
Ungraded Elementary	10	<b>Total Enrollment</b>	860

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	38	4.4	Hispanic or Latino	100	11.6
American Indian or Alaska Native	13	1.5	Pacific Islander	2	0.2
Asian	12	1.4	White (Not Hispanic)	649	75.5
Filipino	10	1.2	Multiple or No Response	36	4.2

## II. School Safety and Climate for Learning

## School Safety Plan

<b>Date of Last Review/Update</b>	July 2003	<b>Date Last Discussed with Staff</b>	September 2003

## School Programs and Practices that Promote a Positive Learning Environment

The Academy for Academic Excellence provides a number of programs and practices that promote a positive learning environment on the campus. A strong behavioral intervention program has been implemented and monitored by site principals. Campus security proctors have been hired and assist students in developing the skills required to make correct choices. The campus security proctors assure student safety before, during, and after school hours.

A Student Peer Mediation program provides students with an opportunity to work out problems before they become serious. Individual and family counseling is offered through the Parent Support Center. Guidance counseling is provided to assist students and families with the information required to make informed decisions regarding future educational and vocational opportunities.

A 7th period course, Curriculum Support, is provided to students who need support from a credentialed teacher for core curriculum. Small groups of students are teamed with a teacher and given the opportunity to receive individual and group assistance. When student's academic performance drops, an Academic Review team (all the core curriculum teachers) meet with the student and parents to devise a plan to help the student become academically successful.

An afterschool program, Extended Learning Time (xLT), is provided at a nominal fee of \$1/hour. This program provides a safe and positive place for students whose parents work. The program includes homework assistance and positive games.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
<b>Number of Suspensions</b>	27	0	3	27	0	3
<b>Rate of Suspensions</b>	4.8	0	.3	4.8	0	.3
<b>Number of Expulsions</b>	2	4	0	2	4	0
<b>Rate of Expulsions</b>	.3	.5	0	.3	.5	0

## School Facilities

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 has two schools 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.

### III. Academic Data

#### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

#### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>English Language Arts</b>									
<b>Proficient or Advanced</b>	37	42	46	31	32	36	30	32	35
<b>Not Tested</b>	0	0	0	5	7	1	6	8	1
<b>Mathematics</b>									
<b>Proficient or Advanced</b>	41	33	28	32	30	36	32	31	35

<b>Not Tested</b>	0	0	0	0	0	---	6	8	1
<b>Science</b>									
<b>Proficient or Advanced</b>	46	24	41	30	30	19	43	30	27
<b>Not Tested</b>	0	0	0	0	0	0	0	0	0
<b>History/Social Science</b>									
<b>Proficient or Advanced</b>	29	33	42	31	35	25	27	28	28
<b>Not Tested</b>	0	0	0	0	0	0	0	0	0

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>English Language Arts</b>							
<b>Proficient or Advanced</b>	29	64	n/a	45	37	n/a	47
<b>Not Tested</b>	0	0	n/a	0	0	n/a	0
<b>Mathematics</b>							
<b>Proficient or Advanced</b>	29	27	n/a	n/a	19	n/a	28
<b>Not Tested</b>	0	n/a	n/a	n/a	0	n/a	0
<b>Science</b>							
<b>Proficient or Advanced</b>	18	n/a	n/a	n/a	34	n/a	45
<b>Not Tested</b>	0	n/a	n/a	n/a	0	n/a	0
<b>History/Social Science</b>							
<b>Proficient or Advanced</b>	0	n/a	n/a	n/a	27	n/a	46
<b>Not Tested</b>	0	n/a	n/a	n/a	0	n/a	0

### CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>English Language Arts</b>								
<b>Proficient or Advanced</b>	40	53	n/a	32	49	7	52	n/a
<b>Not Tested</b>	0	0	n/a	0	0	0	0	n/a
<b>Mathematics</b>								
<b>Proficient or Advanced</b>	30	26	n/a	19	30	4	31	n/a
<b>Not Tested</b>	0	0	n/a	0	0	0	0	n/a



1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	24.2	34.5	15.2	29.1	29.2	28.9	23.8	25.2	22.3
7	22.4	28.9	17.0	12.8	13.7	11.8	27.8	29.6	26.0
9	21.5	12.5	28.3	23.1	19.2	26.9	24.8	23.3	26.2

### Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

### Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>Percent Tested</b>	n/a	100	99	<b>Percent Tested</b>	100	100	99
<b>API Base Score</b>	664b	676	652	<b>API Growth Score</b>	687	638	719
<b>Growth Target</b>	14	6	7	<b>Actual Growth</b>	23	-38	81
<b>Statewide Rank</b>	n/a	5	6				
<b>Similar Schools Rank</b>	n/a	1	3				

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>African-American</b>				<b>African-American</b>			
<b>API Base Score</b>	n/a	n/a	n/a	<b>API Growth Score</b>	n/a	n/a	n/a
<b>Growth Target</b>	n/a	n/a	n/a	<b>Actual Growth</b>	n/a	n/a	n/a
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
<b>API Base Score</b>	n/a	n/a	n/a	<b>API Growth Score</b>	n/a	n/a	n/a
<b>Growth Target</b>	n/a	n/a	n/a	<b>Actual Growth</b>	n/a	n/a	n/a
<b>Asian</b>				<b>Asian</b>			
<b>API Base Score</b>	n/a	n/a	n/a	<b>API Growth Score</b>	n/a	n/a	n/a
<b>Growth Target</b>	n/a	n/a	n/a	<b>Actual Growth</b>	n/a	n/a	n/a
<b>Filipino</b>				<b>Filipino</b>			
<b>API Base Score</b>	n/a	n/a	n/a	<b>API Growth Score</b>	n/a	n/a	n/a
<b>Growth Target</b>	n/a	n/a	n/a	<b>Actual Growth</b>	n/a	n/a	n/a
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
<b>API Base Score</b>	n/a	n/a	n/a	<b>API Growth Score</b>	n/a	n/a	n/a
<b>Growth Target</b>	n/a	n/a	n/a	<b>Actual Growth</b>	n/a	n/a	n/a
<b>Pacific Islander</b>				<b>Pacific Islander</b>			



<b>API Base Score</b>	n/a	n/a	n/a	<b>API Growth Score</b>	n/a	n/a	n/a
<b>Growth Target</b>	n/a	n/a	n/a	<b>Actual Growth</b>	n/a	n/a	n/a
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
<b>API Base Score</b>	665	687	655	<b>API Growth Score</b>	695	648	727
<b>Growth Target</b>	12	5	6	<b>Actual Growth</b>	30	-39	72

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>API Base Score</b>	n/a	n/a	n/a	<b>API Growth Score</b>	n/a	n/a	621
<b>Growth Target</b>	n/a	n/a	n/a	<b>Actual Growth</b>	n/a	n/a	n/a

### Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School					District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003	
<b>Recognition for Achievement (Title 1)</b>	No	No	No	<b>Number of Schools Identified for Program Improvement</b>	0	0	2	
<b>Identified for Program Improvement (Title 1)</b>	No	No	No	<b>Percent of Schools Identified for Program Improvement</b>	0.0	0.0	12.5	
<b>Exited Title 1 Program Improvement</b>	No	No	No					
<b>Years Identified for Program Improvement</b>	none	none	none					
<b>California Programs</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>					
<b>Eligible for Governor's Performance Award</b>	n/a	n/a	n/a					
<b>Eligible for II/USP</b>	n/a	---	---					
<b>Applied for II/USP Funding</b>	n/a	---	---					
<b>Received II/USP Funding</b>	n/a	---	---					

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California

Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	n/a	Yes	Yes	---	Yes	Yes
African American	n/a	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	n/a	n/a	n/a	---	n/a	n/a
Asian	n/a	n/a	n/a	---	Yes	Yes
Filipino	n/a	n/a	n/a	---	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a	---	Yes	Yes
Pacific Islander	n/a	n/a	n/a	---	n/a	n/a
White (not Hispanic)	n/a	n/a	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	n/a	n/a	Yes	---	Yes	Yes
English Learners	n/a	n/a	n/a	---	n/a	Yes
Students with Disabilities	n/a	n/a	No	---	No	No

#### IV. School Completion (Secondary Schools)

##### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

##### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

#### V. Class Size

##### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001				2002				2003			
	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	n/a	n/a	n/a	n/a	20	2	0	0	20.00	2	0	0
1	n/a	n/a	n/a	n/a	20	2	0	0	20.00	2	0	0
2	n/a	n/a	n/a	n/a	20	2	0	0	20.00	2	0	0
3	n/a	n/a	n/a	n/a	20	2	0	0	20.00	2	0	0

4	n/a	n/a	n/a	n/a	25	0	2	0	24.50	0	2	0
5	n/a	n/a	n/a	n/a	25	0	2	0	25.00	0	2	0
6	n/a	n/a	n/a	n/a	25	0	2	0	24.50	0	2	0
K-3	n/a	n/a	n/a	n/a	20	8	0	0	20	8	0	0
3-4	n/a	n/a	n/a	n/a	25	2	2	0	22.5	2	2	0
4-8	n/a	n/a	n/a	n/a	25	0	38	0	25	0	38	0
Other												

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001				2002				2003			
	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	15.55	10	0	0	18.8	17	4	2	14.17	36	6	0
Mathematics	19.00	7	0	0	21.2	13	5	1	19.27	17	8	1
Science	16.4	9	0	1	23.5	6	11	2	17.03	20	12	0
Social Science	17.44	13	4	1	20.5	13	4	5	15.97	27	9	0

### Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	0	19.75	20
1	0	19.75	20
2	0	19.75	20
3	0	19.75	20

## VI. Teacher and Staff Information

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
<b>Total Teachers</b>	48	55	63
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)	20	31	42
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	2	0	0

<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	5	11	8
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	24	14	13

### Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*

### Professional Qualifications of Teachers

The Academy of Academic Excellence strives to provide the most qualified faculty for all classes. As we move toward the "No Child Left Behind" definition in 2005-2006, we are assuring that all newly hired instructors meet the standards for "highly qualified teachers". All the instructors at the AAE undergo a rigid interview for the position.

Teachers at the AAE have experience both in the classroom and in the field they instruct. All content area instructors hold credentials for the subject that they teach.

### Teacher Evaluations

All teachers are evaluated on a yearly basis. The evaluations are based on direct classroom observations, ability to complete required paperwork, and with student and parent input. The evaluation is based on the *California Standards for the Teaching Profession* and reflects their professional development as well as their ability to successfully instruct students.

### Substitute Teachers

The Academy for Academic Excellence maintains a list of qualified substitute teachers possessing a Bachelor's degree and who have passed the California Basic Education Skills Test (CBEST). Many of our substitute teachers are recently retired from a successful teaching career or are currently in the process of pursuing a teaching career through the University of Redlands, located on our campus, or with other local teacher education programs.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
-------	-----

<b>Counselor</b>	1
<b>Librarian</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0

### **Academic Counselors**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>
1	1/493

## **VII. Curriculum and Instruction**

### **School Instruction and Leadership**

The Academy for Academic Excellence is a K-12 school. Nancy MacLaren is the principal for k-6th grades, and Gordon Soholt is the principal for 7th-12th grades. Two Elementary and six Middle School/High School Department Chairs assist the principals in maintaining the academic integrity for their respective departments. A Leadership Team, comprised of teachers, classified staff, and administrators provides overall guidance for the school.

The AAE is committed to providing a dedicated teaching staff with the tools and training necessary to be true academic leaders in their classrooms. The staff acts as professional decision-makers with respect to budgeting, curriculum, classroom instruction, and staff development.

### **Professional Development**

The AAE has entered into a professional development agreement with the Desert/Mountain SELPA to provide year-long professional development in unit planning and organization. The formalized program originated in and was researched at the University of Kansas. The program allows students and teachers to develop graphic organizers to assist them in following the flow of instruction from the unit level down to the individual lesson. Research has proven its effectiveness when used in the classroom.

### **Quality and Currency of Textbooks and Other Instructional Materials**

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.

### Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	53,100	50,400
2	53,100	50,400
3	55,800	50,400
4	55,800	54,000
5	56,700	54,000
6	56,700	54,000
7	75,600	54,000
8	75,600	54,000
9	75,600	64,800
10	75,600	64,800
11	75,600	64,800
12	75,600	64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	n/a	180 days
10	n/a	180 days
11	n/a	180 days
12	n/a	180 days

### Total Number of Minimum Days

5 (during testing week)

## VIII. Postsecondary Preparation (Secondary Schools)

## Advanced Placement/International Baccalaureate Courses Offered

One online course-AP English (2 students enrolled)

## Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
1415	273	19.3

## Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
45	8	17.8

## SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment			56			903	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test						26.14	36.66	37.26	36.63
Average Verbal Score						513	492	490	494
Average Math Score						507	516	516	518

## College Admission Test Preparation Course Program

The Academy for Academic Excellence offered college admission test preparation courses through the University of California College Prep online services. In addition, preparation for the SAT and ACT are offered online.

## Degree to Which Students are Prepared to Enter Workforce

Students participate in a number of courses that are required for graduation that prepare them to enter the workforce. Some of the topics explored include Career Planning and Career Exploration. These courses help students develop the requisite skills including making resumes, filling out applications, and discovering areas of interest and aptitude.

## Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34000	35278
Mid-Range Teacher Salary	52802	56381
Highest Teacher Salary	68476	72141
Average Principal Salary (Elementary)	86203	88747
Average Principal Salary (Middle)	88255	
Average Principal Salary (High)	97143	
Superintendent Salary	128999	145316
Percent of Budget for Teacher Salaries	42.52	43.30
Percent of Budget for Administrative Salaries	4.42	5.44

### Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)



\$83846613	\$6303	\$6770	\$6719
------------	--------	--------	--------

### **Types of Services Funded**

General funds provide classroom teachers administration, classified personnel, support staff, employee benefits, textbooks, classroom supplies, training, technology equipment, maintenance and operations. The AAE is entitled to a variety of state and federal funds that support supplementary programs and the salaries for those who manage those programs. Instructional supply monies were available to supplement the purchase of classroom/lab instructional supplies and materials to operate the instructional program. The AAE has applied for and received various grants for technology, science implementation, and library improvement. These grants allow us to purchase equipment, books, and provide training for staff and students.

---