School Accountability Report Card
Reported for School Year 2003-2004
Published During 2004-2005

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 http://www.cde.ca.gov/ta/ac/sa/definitions04.asp. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Academy for Academic Excellence	**District Name**	Apple Valley Unified
Principal	Gordon Soholt	**Superintendent**	Richard Piercy
Street	17500 Mana Rd.	**Street**	22974 Bear Valley Rd.
City, State, Zip	Apple Valley, CA 92307-	**City, State, Zip**	Apple Valley, CA 92308-7423
Phone Number	760-946-5414	**Phone Number**	760-946-5414
FAX Number	760-946-0816	**FAX Number**	760-946-0816
Web Site	www.lewiscenter.org	**Web Site**	www.lewiscenter.org
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CDS Code	36-75077-3631207	**SARC Contact**	Gordon Soholt

School Description and Mission Statement

  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 both full-time and independent study programs for students. A strong emphasis on academic rigor and teacher-practioner research has allowed the AAE to develop many 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 students 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.

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

Contact Person Name	Paul Rosell	Contact Person Phone Number	(760)946-5414

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 Family Support Center, run by Paul Rosell, seminars in discipline, Love & Logic, parental involvement, family counseling, and support are offered at various times throughout the school year.

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.

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	42	Grade 9	103
Grade 1	43	Grade 10	95
Grade 2	43	Grade 11	86
Grade 3	45	Grade 12	103
Grade 4	54	Ungraded Secondary	0
Grade 5	58		
Grade 6	54		
Grade 7	109		
Grade 8	108		
Ungraded Elementary	0	Total Enrollment	943

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	49	5.2	Hispanic or Latino	134	14.21
American Indian or Alaska Native	9	.95	Pacific Islander	6	.64
Asian	13	1.4	White (Not Hispanic)	719	76.2
Filipino	12	1.3	Multiple or No Response	1	.1

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update		Date Last Discussed with Staff	

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 and a Dean of Students.. 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 Family 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		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	0	3	16	0	3	16
Rate of Suspensions	0	.3	2	0	.3	2
Number of Expulsions	4	0	0	4	0	0
Rate of Expulsions	.5	0	0	.5	0	0

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

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, atheltic 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.

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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 3 and 7, spelling in grades 3 and 7, and science in grades 8 and 10.

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. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA 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 standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	---	46	50	32	36	37	32	35	36
Mathematics	---	28	31	30	36	35	31	35	34
Science	---	41	36	30	19	21	30	27	25
History-Social Science	---	42	49	35	26	27	28	28	29

CST - Racial/Ethnic Groups
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	36	---	---	---	40	---	52
Mathematics	27	---	---	---	20	---	32
Science	5	---	---	---	21	---	41
History-Social Science	29	---	---	---	46	---	51

CST - Subgroups
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	45	55	---	34	52	6	56	---
Mathematics	31	31	---	25	31	7	33	---
Science	42	28	---	20	39	12	40	---
History-Social Science	49	49	---	34	51	6	55	---

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Schievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade 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.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	57	61	---	48	47	---	43	43
Mathematics	---	52	58	---	49	51	---	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	47	---	---	---	49	---	64
Mathematics	42	---	---	---	41	---	63

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	55	69	---	45	64	17	68	---
Mathematics	59	58	---	44	61	10	66	---

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K	---	---	---	---	---	---	---	---	---
1	---	---	---	---	---	---	---	---	---

2	---	---	---	---	---	---	---	---	---
3	---	---	---	---	---	---	---	---	---
4	---	---	---	---	---	---	---	---	---
5	---	---	---	---	---	---	---	---	---
6	---	---	---	---	---	---	---	---	---
7	---	---	---	---	---	---	---	---	---
8	---	---	---	---	---	---	---	---	---
9	---	---	---	---	---	---	---	---	---
10	---	---	---	---	---	---	---	---	---
11	---	---	---	---	---	---	---	---	---
12	---	---	---	---	---	---	---	---	---

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/ta/tg/pf/. *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	40.7	31.3	44.7	28.9	30.4	27.2	24.8	26.7	22.9
7	48.6	45.1	51.7	16.8	14.5	19.2	29.1	31.3	27.0
9	43.4	37.5	47.0	20.6	18.9	22.4	26.3	25.3	27.2

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/ta/ac/ap/ or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	100	99	99	Percent Tested	100	99	99
API Base Score	676	652	726	API Growth Score	638	719	754
Growth Target	6	7	4	Actual Growth	-38	81	28
Statewide Rank	5	6	8				
Similar Schools Rank	1	3	8				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				**African-American**			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
American Indian or Alaska Native				**American Indian or Alaska Native**			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
Asian				**Asian**			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
Filipino				**Filipino**			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
Hispanic or Latino				**Hispanic or Latino**			
API Base Score	---	---	---	API Growth Score	---	---	695
Growth Target	---	---	---	Actual Growth	---	---	---
Pacific Islander				**Pacific Islander**			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---

White (Not Hispanic)				White (Not Hispanic)			
API Base Score	---	---	733	API Growth Score	---	727	764
Growth Target	---	---	3	Actual Growth	---	---	31

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	---	---	626	API Growth Score	---	621	691
Growth Target	---	---	3	Actual Growth	---	---	65

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

No data are available for this section

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. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	Yes

Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	---	---	---	Yes	Yes
American Indian or Alaska Native	---	---	---	---	---	---
Asian	---	---	---	---	Yes	Yes
Filipino	---	---	---	---	---	---

Hispanic or Latino	---	---	---	---	Yes	Yes
Pacific Islander	---	---	---	---	---	---
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	---	---	---	Yes	Yes
Students with Disabilities	---	No	---	---	No	Yes

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 size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2002				2003				2004			
	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	0	0	20.0	2	0	0	20.0	2	0	0
1	20.0	2	0	0	20.0	2	0	0	20.0	2	0	0
2	20.0	2	0	0	20.0	2	0	0	19.5	2	0	0
3	20.0	2	0	0	20.0	2	0	0	20.0	2	0	0
4	25.0	0	2	0	24.5	0	2	0	25.0	0	2	0
5	25.0	0	2	0	25.0	0	2	0	23.0	0	2	0
6	25.0	0	2	0	24.5	0	2	0	25.0	0	2	0
K-3	---	---	---	---	---	---	---	---	---	---	---	---
3-4	---	---	---	---	---	---	---	---	---	---	---	---
4-8	---	---	---	---	---	---	---	---	---	---	---	---
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	2002				2003				2004			
	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	18.8	17	4	2	14.2	36	6	0	22.2	14	14	0
Mathematics	21.2	13	5	1	19.3	17	8	1	21.0	11	13	0
Science	23.5	6	11	2	17.2	21	12	0	22.0	11	14	0
Social Science	20.5	13	4	5	16.0	27	9	0	21.4	10	13	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		
	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at http://www.cde.ca.gov/nclb/sr/tq/.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	0.0	---
All Schools in District	---	11.9
High-Poverty Schools in District	---	37.5
Low-Poverty Schools in District	---	0.0

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. 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.

	2002	2003	2004
Total Teachers	0	63	55
Teachers with Full Credential	0	42	42
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	---	---	---
Teachers in Alternative Routes to Certification (district and university internship)	0	3	2
Pre-Internship	0	2	1
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	3	4
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	13	7

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	---
Total Teacher Misassignments	---	---	---

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.2
Master's Degree plus 30 or more semester hours	5.5	7.6
Master's Degree	25.5	20.7
Bachelor's Degree plus 30 or more semester hours	49.1	57.7
Bachelor's Degree	10.9	12.8
Less than Bachelor's Degree	9.1	1.1

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	0	0	0

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 sucessful 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 equal one FTE.

Title	FTE
Counselor	1.0
Librarian	---
Psychologist	1.0
Social Worker	---
Nurse	---
Speech/Language/Hearing Specialist	.75
Resource Specialist (non-teaching)	---
Other	---

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 equal 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.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1.0	940.0

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 Dean of Students assists the campus in providing discipline K-12. 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. Consultants from the SELPA provide on-site training to staff on a variety of topics. Additionally, the school budgets includes money that allows faculty and staff to attend professional development seminars on topics of interest or need.

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.

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.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of

reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

As noted above, all students are provided with an individual copy of every required textbook and book. Textbooks are updated consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science.

Foreign language and health textbooks are also provided at a on-to-one ratio. All science laboratories are fully equipped to ensure that students receive an adequate and appropriate experience.

Instructional Minutes

The California *Education Code* establishes a 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	56,975	50,400
4	56,975	54,000
5	56,975	54,000
6	56,975	54,000
7	64,993	54,000
8	64,993	54,000
9	64,993	64,800
10	64,993	64,800
11	64,993	64,800
12	64,993	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

Four (4)

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities. AP English Literature (2), AP US History (2), AP English Language (2), AP Statistics (1)

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 (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

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
1970	1325	67.3

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
49	10	20.4

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/ds/sp/ai/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

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, filing out applications, and discovering areas of interest and aptitude. The Discover program from ACT is being implemented for students to gain web access to interest, abilities and value inventories. Information on job outlook, career prerequisites, majors and colleges is also available.

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 2002-2003 (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
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IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

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. Detailed information regarding salaries may be found at the California Department of Education Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp.

Category	School Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,000	$35,155
Mid-Range Teacher Salary	$53,089	$57,318
Highest Teacher Salary	$68,848	$72,153

Average Principal Salary (Elementary)	$83,183	$91,625
Average Principal Salary (Middle)	$83,183	$95,718
Average Principal Salary (High)	$83,183	$102,706
Superintendent Salary	$94,815	$150,248
Percent of Budget for Teacher Salaries	41.6	42.9
Percent of Budget for Administrative Salaries	4.2	5.3

Expenditures (Fiscal Year 2002-2003)

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/ds/fd/ec/.

AAE	AAE	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)
$6,729,715	$7,588	$6,882	$6,822

Types of Services Funded

General funds provide classroom teachers, adminstration, 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.