

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Academy for Academic Excellence School

Address: 17500 Mana Rd. , Apple Valley CA 92307

Phone: 760-946-5414

Principal: Chip Kling

Grade Span: K - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Academy for Academic Excellence (AAE) is an independent, direct-funded Charter School. The AAE was chartered by Apple Valley Unified School District in 1997. The Charter was renewed for five more years in 2002. The AAE has two campuses in Apple Valley. The K-2 campus is located at 20702 Thunderbird Road and the 3-12 grade campus is at 17500 Mana Road. The school offers full-time programs for students. A strong emphasis on academic rigor and teacher-practitioner research has allowed the AAE to develop many best practices to the benefit of the students and staff. High school courses are UC approved. A number of AP courses are also offered.

Located on a 150-acre parcel of land that includes parts of the Mojave River, the AAE promotes high academic and behavioral standards for students and staff. The location allows students access to a variety of unique ecosystems. This has allowed the school to develop an inquiry-based, hands-on approach to learning. Partnerships with a number of community organizations including the Mojave Water Agency, JPL/NASA, St. Mary's Hospital and AQMD have greatly expanded the opportunities for learning at the AAE.

Student Enrollment

Group	Enrollment
Number of students	1008
African American	6.15 %
American Indian or Alaska Native	0.69 %
Asian	1.69 %
Filipino	1.29 %
Hispanic or Latino	18.65 %
Pacific Islander	0.6 %
White (not Hispanic)	68.15 %
Multiple or No Response	2.78 %
Socioeconomically Disadvantaged	15 %
English Learners	%
Students with Disabilities	10 %

Teachers

Indicator	Teachers
Teachers with full credential	44
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

The Academy for Academic Excellence is a K-12 school that is located on two sites. The Thunderbird Campus houses K - 2 grade students. It is located on Thunderbird Road in Apple Valley. It borders Mojave Mesa Elementary School and Vista Campana Middle School. The Thunderbird Campus is the location of a 14-inch telescope and observatory that hosts many events for students, parents, staff and the community at large.

The Mojave River Campus is located on a 150-acre site that borders State Highway 18 and the Mojave River. The north end of the site houses an Elementary campus, grades 3-6. The south end of the site contains a 7-8 grade site and a High School site. The campus has state-of-the-art facilities including a Mission Operations center that provides students and teachers with direct

connections to a radio telescope located in the Goldstone Array in Southern California.

Future plans include a gymnasium, athletic fields, a performing arts center, and a building containing science labs. A full-time Maintenance Department ensures that the grounds, buildings and restrooms are kept clean. A custodial crew works evenings to provide the support required to maintain clean and sanitary facilities. Any needed repairs are made by the Maintenance Department. Any repairable items that cannot be fixed by the Maintenance Department are contracted out.

Repairs Needed

No repairs needed at this time

Corrective Actions Taken or Planned

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Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 8418.00
District	\$

State	\$4,943
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Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	71 %
Mathematics	45 %
Science	66 %
History-Social Science	70 %

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	811
Statewide Rank (from 2007 Base API Report)	9
2008-09 Program Improvement Status (PI Year)	

School Completion

Indicator	Result
Graduation Rate	97.6%

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	48%

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published

annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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 at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

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

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

<p>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</p>
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and highly effective learners.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

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 Theresa Butcher or Chris Laponis at 760-946-5414 ext 210.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	40
Grade 1	40
Grade 2	41
Grade 3	42
Grade 4	52
Grade 5	57
Grade 6	78
Grade 7	116
Grade 8	116
Ungraded Elementary	0
Grade 9	125
Grade 10	124
Grade 11	102
Grade 12	75

Ungraded Secondary	0
Total Enrollment	1008

Student Enrollment by Group (School Year 2007-08)

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

Group	Percent of Total Enrollment
African American	6.15 %
American Indian or Alaska Native	0.69 %
Asian	1.69 %
Filipino	1.29 %
Hispanic or Latino	18.65 %
Pacific Islander	0.6 %
White (not Hispanic)	68.15 %
Multiple or No Response	2.78 %
Socioeconomically Disadvantaged	15 %
English Learners	%
Students with Disabilities	10 %

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	2005-06				2006-07				2007-08			
	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	19.5	2			20.0	2			20.0	2.0		
1	20.0	2			20.0	2			20.0	2.0		
2	20.5	1	1		20.0	2			20.0	2.0		
3	20.0	1			21.0		2		20.5	1.0	1.0	
4	26.0		2		26.0		2		26.0		2.0	
5	26.0		2		26.0		2		26.0		2.0	
6	26.5		2		26.0		2		26		3.0	
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	2005-06				2006-07				2007-08			
	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	22.5	13	20	1	21.2	19	14		22.5	14	12	2
Mathematics	22.9	14	10	3	24.8	4	21		23.2	7	19	0
Science	21.2	12	17		23.1	10	18		20	14	14	
Social Science	22.8	8	15		25.0	8	10	4	20.7	11	11	2

III. School Climate

School Safety Plan (School Year 2007-08)

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

Student safety is of the utmost importance on our campus. We maintain a closed campus during the day, requiring all visitors and late students to check in at an entrance kiosk and the school office before coming onto campus. In addition, parents and their designees are required to be listed on an emergency card and present picture identification if a child needs to leave.

Volunteers working on campus are required to be fingerprinted. Volunteer coaches and athletic drivers are also fingerprinted and checked through the DMV before they may drive students to events.

Students are expected to follow the school wide code of conduct and behavior standards in the classroom, on the playground, and/or whenever they are representing our school in off campus events. Expectations, rewards and consequences are reviewed with students through administrator led assemblies.

Students are monitored on a consistent basis either by teachers, administrators or CDOs (Character Development Officers).

Our safety plan also addresses emergency preparedness with procedures on how to respond to natural or man-made emergencies. The staff spends time each year in training and preparation should a disaster occur during the school day.

Date of Last Review/Update: 11-08

Date Last Reviewed with Staff: 8-08

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by

the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions				14.9	16.6	17.3
Expulsions				0.8	0.7	0.5

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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

The Academy for Academic Excellence is a K-12 school that is located on two sites. The Thunderbird Campus houses K - 2 grade students. It is located on Thunderbird Road in Apple Valley. It borders Mojave Mesa Elementary School and Vista Campana Middle School. The Thunderbird Campus is the location of a 14-inch telescope and observatory that hosts many events for students, parents, staff and the community at large.

The Mojave River Campus is located on a 150-acre site that borders State Highway 18 and the Mojave River. The north end of the site houses an Elementary campus, grades 3-6. The south end of the site contains a 7-8 grade site and a High School site. The campus has state-of-the-art facilities including a Mission Operations center that provides students and teachers with direct connections to a radio telescope located in the Goldstone Array in Southern California.

Future plans include a gymnasium, athletic fields, a performing arts center, and a building containing science labs. A full-time Maintenance Department ensures that the grounds, buildings and restrooms are kept clean. A custodial crew works evenings to provide the support required to maintain clean and sanitary facilities. Any needed repairs are made by the Maintenance Department. Any repairable items that cannot be fixed by the Maintenance Department are contracted out.

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and	X			

ceilings)				
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		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 at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	45	44	45	642
Without Full Credential	8	3	4	38
Teaching Outside Subject Area of Competence			2	

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners		11	
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	80.7	19.3
All Schools in District	98.5	1.5
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	309
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A

Social Worker		N/A
Nurse		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 2008-09)

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts Mathematics Science History-Social Science Foreign language	<p>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.</p> <p>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.</p>	<p>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.</p>
Health		
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	8418.00	N/A	8418.00	56580.00
District	N/A	N/A	N/A	\$60893
Percent Difference between School Site and District	N/A	N/A		1.07%
State	N/A	N/A	\$4943	\$63458
Percent Difference between School Site and State	N/A	N/A		1.12%

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Teacher and Administrative Salaries (Fiscal Year 2006-07)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,441	\$39708
Mid-Range Teacher Salary	\$62,039	\$63805
Highest Teacher Salary	\$73,777	\$82081
Average Principal Salary (Elementary)	\$92,775	\$102166
Average Principal Salary (Middle)	\$92,775	\$107816
Average Principal Salary (High)	\$92,775	\$116474
Superintendent Salary	\$132,000	\$183478

Percent of Budget for Teacher Salaries	44 %	
Percent of Budget for Administrative Salaries	6.6%	

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	61	65	71	41	43	45	42	43	46
Mathematics	42	38	37	38	36	37	40	40	43
Science	58	68	74	36	41	51	35	38	46
History-Social Science	61	56	68	33	29	34	33	33	36

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	62	22	50	40
American Indian or Alaska Native	*	*	*	*
Asian	69	38	*	*

Filipino	64	45	*	*
Hispanic or Latino	64	32	67	67
Pacific Islander	*	*	*	*
White (not Hispanic)	75	39	81	71
Male	65	37	73	73
Female	79	36	75	63
Economically Disadvantaged	59	32	69	60
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	69.6	73.8	81.7	50.8	47.3	46.7	51.1	48.6	52.9
Mathematics	57.0	68.0	76.4	40.8	41.8	45.2	46.8	49.9	51.3

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced

All Students	*	*	*	*	*	*
Male	15.4	63.5	21.2	21.2	55.8	23.1
Female	35.3	47.1	17.6	23.5	58.8	17.6
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	31.8	50.0	18.2	43.5	39.1	17.4
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	13.3	66.7	20.0	14.7	57.3	28.0
White (not Hispanic)	21.1	57.9	21.1	25.9	46.6	27.6
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	69.1	29.1	1.8	67.3	27.3	5.5
Students with Disabilities	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	3.2
7	25
9	27.9

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	9	9	9
Similar Schools	10	10	10

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	21	7	22	832
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		6	42	805
Pacific Islander				
White (not Hispanic)	18	14	24	849
Socioeconomically Disadvantaged				789
English Learners				
Students with Disabilities				

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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 at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2008-09)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	11.1

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

Note: "N/A" means that the student group is not numerically significant.

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Group	Graduating Class of 2008		
	School	District	State
All Students	90	N/A	N/A
African American	5	N/A	N/A
American Indian or Alaska Native	0	N/A	N/A
Asian	2	N/A	N/A
Filipino	0	N/A	N/A
Hispanic or Latino	14	N/A	N/A
Pacific Islander	0	N/A	N/A
White (not Hispanic)	67	N/A	N/A
Socioeconomically Disadvantaged	10	N/A	N/A
English Learners	0	N/A	N/A
Students with Disabilities	7	N/A	N/A

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

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	41.1%
Graduates Who Completed All Courses Required for UC/CSU Admission	48%

Advanced Placement Courses (School Year 2007-08)

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	2	N/A
All courses	4	3.7

