

Executive Summary School Accountability Report Card, 2010–11

Academy for Academic Excellence

Address: 17500 Mana Rd
Principal: Gordon Soholt

Phone: (760) 946-5414
Grade Span: K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Academy for Academic Excellence (AAE) is an independent, direct-funded Charter School. The AAE was chartered by Apple Valley Unified School District in 1997. The Charter was renewed for five more years in 2002 with a mid-year review in 2005 and again in 2010. The AAE has three campuses in Apple Valley. The K-1 campus is located at 20702 Thunderbird Road, 2nd – 4th graders are on our Corwin Campus located at 18350 Corwin Road and the 5-12 grade campus is at 17500 Mana Road.

The school offers full-time programs for students. A strong emphasis on academic rigor and teacher-practitioner research has allowed the AAE to develop many best practices to the benefit of the students and staff. High school courses are UC approved. A number of AP courses are also offered. The AAE is WASC accredited.

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

Student Enrollment

Group	Enrollment
Number of students	1347
Black or African American	4.7%
American Indian or Alaska Native	0.4%
Asian	2.7%
Filipino	1.9%
Hispanic or Latino	25.5%
Native Hawaiian or Pacific Islander	0.4%
White	56.1%
Two or More Races	6.5%
Socioeconomically Disadvantaged	24.6%
English Learners	2.3%
Students with Disabilities	8.6%

Teachers

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

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	71%
Mathematics	49%
Science	79%
History-Social Science	74%

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	848
Statewide Rank (from 2010 Base API Report)	10
Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 14 of 18
2011–12 Program Improvement Status (PI Year)	n/a

School Facilities

Summary of Most Recent Site Inspection

The Academy for Academic Excellence is a K-12 school that is located on three different sites. The Thunderbird Campus houses K – 1st grade students. It is located on Thunderbird Road in Apple Valley. It borders the two campuses of Phoenix Academy. The Thunderbird Campus is the location of a 14-inch telescope and observatory that hosts many events for students, parents, staff and the community at large. The leased Corwin Campus is the former St. Mary's Catholic School and is now home to grades 2 - 4, located on the corner of Corwin Road and Hwy 18. The Mojave River Campus is located on a 150-acre site that borders State Highway 18 and the Mojave River. The north end of the site houses an Elementary campus, grades 5-6. The south end of the site contains a 7th – 8th grade site and a High School site. The campus has state-of-the-art facilities including a Mission Control Operations center that provides students and teachers with direct connections to a radio telescope located in the Goldstone Array in Southern California.

Future plans include a gymnasium, athletic fields, a performing arts center, and a building containing science labs. A full-time Maintenance Department ensures that the grounds, buildings and restrooms are kept clean. A custodial crew works evenings to provide the support required to maintain clean and sanitary facilities.

Any needed repairs are made by the Maintenance Department. Any repairable items that cannot be fixed by the Maintenance Department are contracted out.

Repairs Needed

Corwin Campus:

- Swamp coolers not working
- Windows broken due to vandalism

Mojave River Campus:

- Roof leaks on Buildings A, M and N
- Fire sprinkler back flow meter for Building C broke due to freezing

Thunderbird Campus:

- Roof leaks in observatory building

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Corrective Actions Taken or Planned

Corwin Campus:

- Restored swamp coolers to working condition and replaced units as needed
- Replaced windows

Mojave River Campus:

- Contractor came out and repaired roofs on Buildings A, M and N
- Had water company replace fire sprinkler back flow meter for Building C

Thunderbird Campus:

- Working on bids to repair leak in observatory roof

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6516
State	\$5455

School Completion

Indicator	Result
Graduation Rate (if applicable)	98%

Postsecondary Preparation

Measure	Percent
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	35%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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

Internet Access

The AAE provides wireless access point for staff, students and the public. Wireless access is available on all areas of the campus.

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

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Academy for Academic Excellence	District Name	Apple Valley Unified School District
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	Tom Hogerman
Principal	Gordon Soholt	E-mail Address	Tom_hogerman@avusd.org
E-mail Address	aae@lcer.org	CDS Code	36750773631207

School Description and Mission Statement (School Year 2010–11)

Research, develop and implement innovative educational programs to maximize each student's potential to become honorable, courageous, generous citizens and highly effective learners.

Opportunities for Parental Involvement (School Year 2010–11)

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.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	93	Grade 8	116
Grade 1	96	Ungraded Elementary	0
Grade 2	95	Grade 9	116
Grade 3	104	Grade 10	116
Grade 4	103	Grade 11	89
Grade 5	104	Grade 12	101
Grade 6	103	Ungraded Secondary	0
Grade 7	115	Total Enrollment	1347

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	4.7%
American Indian or Alaska Native	0.4%
Asian	2.7%
Filipino	1.9%
Hispanic or Latino	25.5%
Native Hawaiian or Pacific Islander	0.4%
White	56.1%
Two or More Races	6.5%
Socioeconomically Disadvantaged	24.6%
English Learners	2.3%
Students with Disabilities	8.6%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	1	0	23.5	0	4	0	22.8	0	4	0
1	20.5	1	1	0	23.5	0	4	0	24	0	4	0
2	20	2	0	0	23	0	4	0	23	0	4	0
3	20	2	0	0	23.25	0	4	0	24	0	4	0
4	26	0	2	2	26	0	4	0	26	0	4	0
5	26	0	2	0	26	0	4	0	26	0	4	0
6	25.7	0	3	0	26	0	4	0	26	0	4	0
Other	n/a				n/a				n/a			

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	12	16	0	19.45	21	10	0	19	21	10	0
Mathematics	23.7	10	16	0	18.45	20	11	0	19	20	11	0
Science	21.6	17	17	0	16.57	24	11	0	17	24	11	0
Social Science	24.2	10	15	1	12.6	22	4	0	13	22	4	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

Student safety is of the utmost importance on our campus. We maintain a closed campus during the day, requiring all visitors and late students to check in at a guarded entrance kiosk and the school office before coming onto campus. In addition, parents and their designees are required to be listed on an emergency card and present picture identification if a child needs to leave. Volunteers working on campus are required to be fingerprinted. Volunteer coaches and athletic drivers are also fingerprinted and checked through the DMV before they may drive students to events. Students are expected to follow the school wide code of conduct and behavior standards in the classroom, on the playground, and/or whenever they are representing our school in off campus events. Expectations, rewards and consequences are reviewed with students through administrator led assemblies.

Students are monitored on a consistent basis either by teachers, administrators or CDOs (Character Development Officers). Our safety plan also addresses emergency preparedness with procedures on how to respond to natural or man-made emergencies. The staff spends time each year in training and preparation should a disaster occur during the school day.

Date of Last Review/Update: 12-2010

Date Last Reviewed with Staff: 5-10

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11
Suspensions	5%	4%	3%
Expulsions	<1%	<1%	<1%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Upgrade electrical in Bldg. N, A, E to accommodate laptop carts.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		x			
Interior: Interior Surfaces		x			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		x			
Electrical: Electrical		x			
Restrooms/Fountains: Restrooms, Sinks/Fountains		x			
Safety: Fire Safety, Hazardous Materials		x			
Structural: Structural Damage, Roofs		x			

External: Playground/School Grounds, Windows/ Doors/Gates/Fences		x			
Overall Rating		x			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11
With Full Credential	46	61	65
Without Full Credential	4	2	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	6	6	3
Total Teacher Misassignments*	7	7	3
Vacant Teacher Positions	1	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	431
Counselor (Social/Behavioral or Career Development)	2	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	.8	
Psychologist	.6	
Social Worker	0	
Nurse	.8	
Speech/Language/Hearing Specialist	.5	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____ 1/2012 _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K-6: Pearson CA Reading Street 7-10: McDougal/Littell The Language of Literature 11-12: novel-based	Y	0%
Mathematics	K-6: enVision Math 7-12: Pearson, Prentice Hall - Pre-Algebra, Algebra II, Geometry, Pre-calculus Houghton Mifflin – Calculus Glencoe McGraw/Hill – Mathematics with Business Applications	N	0%
Science	K-6: Houghton Mifflin Science DiscoveryWorks CA 7-12: Pearson, Prentice Hall – Physical Science, Earth Science, College Physics, Anatomy & Physiology Glencoe McGraw/Hill – Biology Holt, Reinhardt, Winston - Chemistry	N	0%
History-Social Science	K-4: Harcourt CA Reflections 5-8: History Alive!	N	0%

	9-12: McDougal Littell – Modern World History, The Americans: Reconstruction to 21 st Century Houghton-Mifflin: The Earth and It's People, The American Pageant TCI – Geography Alive, Government Alive, Economics Alive		
Foreign Language	Pearson Prentice-Hall – Paso a Paso (1-4)	N	0%
Health	Making Life Choices (2 nd Edition)	N	0%
Visual and Performing Arts	A variety of vendors	n/a	0%
Science Laboratory Equipment (grades 9-12)	A variety of vendors	n/a	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8206	\$1304	\$6516	\$56,422

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Facilities, utilities, certificated and classified staff, grounds keeping, administrative support, textbooks, classroom supplies, professional development and training, library supplies, office supplies
--

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount
Beginning Teacher Salary	\$37,899
Mid-Range Teacher Salary	\$59,167
Highest Teacher Salary	\$76,729
Average Principal Salary (Elementary)	\$89,228
Average Principal Salary (Middle)	\$89,228
Average Principal Salary (High)	\$89,228
Superintendent Salary	\$108,914
Percent of Budget for Teacher Salaries	40.21%
Percent of Budget for Administrative Salaries	5.14%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	77%	74%	72%	49%	54%	54%	50%	52%	54%
Mathematics	41%	60%	49%	40%	54%	46%	46%	48%	50%
Science	80%	77%	79%	52%	55%	59%	50%	54%	57%
History-Social Science	75%	76%	74%	36%	42%	47%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56%	56%	59%	47%
All Students at the School	71%	49%	79%	74%
Male	Not Available	Not Available	Not Available	Not Available
Female	Not Available	Not Available	Not Available	Not Available
Black or African American	72%	61%	Not Available	Not Available
American Indian or Alaska Native	NA	NA	Not Available	Not Available
Asian	78%	74%	Not Available	Not Available
Filipino	59%	53%	Not Available	Not Available
Hispanic or Latino	68%	60%	Not Available	Not Available
Native Hawaiian or Pacific Islander	NA	NA	Not Available	Not Available
White	74%	62%	Not Available	Not Available
Two or More Races	59%	59%	Not Available	Not Available
Socioeconomically Disadvantaged	61%	51%	Not Available	Not Available
English Learners	52%	48%	Not Available	Not Available
Students with Disabilities	30%	27%	Not Available	Not Available
Students Receiving Migrant Education Services	NA	NA	Not Available	Not Available

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Not Available = Subgroup data for Science and History-Social Science is not available from CDE at this time.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	90%	94%	97%	51%	82%	80%	52%	81%	82%
Mathematics	96%	92%	95%	42%	78%	78%	53%	81%	83%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	English-Language Arts		Mathematics	
	Not Proficient	Proficient/Advanced	Not Proficient	Proficient/Advanced
All Students in the LEA				
All Students at the School	3%	83%	5%	75%
Male	5%	82%	5%	75%
Female	2%	84%	5%	77%
Black or African American	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Filipino	NA	NA	NA	NA
Hispanic or Latino	6%	82%	0	76%
Native Hawaiian or Pacific Islander	NA	NA	NA	NA
White	3%	82%	8%	74%
Two or More Races	NA	NA	NA	NA
Socioeconomically Disadvantaged	16%	64%	8%	60%
English Learners	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	NA	NA	NA
7	NA	NA	NA
9	76%	51%	25%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	7
Similar Schools	10	10	10

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	5	13	2
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	15	26	3
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	25	-4	3
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	2	20	-7
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1011	846	9,038	778	1,442,614	778
Black or African American	48	838	965	704	317,856	696
American Indian or Alaska Native	5	NA	32	709	33,774	733
Asian	31	862	907	907	398,869	898
Filipino	23	819	63	854	123,245	859
Hispanic or Latino	252	842	3,570	752	2,406,749	729
Native Hawaiian or Pacific Islander	5	NA	82	758	26,953	764
White	572	856	4,036	812	1,258,831	845
Two or More Races	62	813	93	775	76,766	836
Socioeconomically Disadvantaged	279	799	5,820	742	2,731,843	726
English Learners	27	770	1,191	719	1,521,844	707
Students with Disabilities	98	579	1,110	614	521,815	595

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School
Program Improvement Status	No
First Year of Program Improvement	No
Year in Program Improvement	0

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU* Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	2	2	6	14	17	15	15	17	18
Graduation Rate	97.6%	98%	92%	77%	78%	73%	80%	79%	74%

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	School	State
	All Students	100%
Black or African American	8	N/D
American Indian or Alaska Native	0	N/D
Asian	0	N/D
Filipino	1	N/D
Hispanic or Latino	18	N/D
Native Hawaiian or Pacific Islander	1	N/D
White	69	N/D
Two or More Races	3	N/D
Socioeconomically Disadvantaged	20	N/D
English Learners	0	N/D
Students with Disabilities	11	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

The Academy for Academic Excellence does not currently offer a Career Technical Education Program. We are in the process of forming a partnership with Victor Valley College (VVC) to enable students to take Tech Ed programs on our campus through VVC.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	35
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	27

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	3
Science	1
Social Science	3
All courses	9

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

The AAE contracts with teachers for 5 professional development days above the 180-day student calendar. There is one minimum day each month and this time is also used for professional development activities. In addition, teachers are provided a number of opportunities throughout the year to attend professional development seminars and conferences offered outside of the school facility.

New teachers are provided support through the Beginning Teacher Support and Assessment (BTSA) program.