Anderson W. Clark Magnet High School

School Accountability Report Card, 2007–2008

Glendale Unified School District

An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2008_en.html

Reports about other schools are available on the **California Department of Education Web site**. Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School
4747 New York Ave.
La Crescenta, CA 91214
Principal: Douglas Dall
Phone: (818) 957-6825

How to Contact Our District
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Contents

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Principal's Message

The school year 2007-08 at Clark Magnet was one of accomplishment and recognition. The California Department of Education recognized Clark Magnet as a Title I Achieving School, adding additional recognition for Clark's work with the socio-economically disadvantaged students. The California achievement tests showed steady growth. These scores validated a focus on the academic standards by our teachers and more importantly the culture of seriousness our students showed when taking these achievement tests.

During the ten years Clark Magnet has instructed students, we have developed a culture and infrastructure that values and supports academic achievement and "real world" experiences for our students. Additional factors contributed to the success of our students on these high–stakes achievement tests.

With the support of the Glendale Unified School District, we obtained data analysis software and developed the faculty expertise to make it effective in determining instructional strengths and weaknesses. Teachers knew exactly where their students were strong and where they needed extra support. This ability helped make our academic focus more effective and gave us a roadmap for overall improvement of instruction. It also helped us personalize instruction in a way that we were never able to do in the past. Teachers were then able to design lessons and classroom activities based on real student needs.

Knowing that 85 percent of our students did not speak English as their first language, we discovered through deeper analysis of previous scores that sometimes our students did not understand a word in the question, but completely understood the concept the question covered. With the support of the GUSD Focus on Results program, Clark developed an Instructional Leadership Team and a site focus on reading and writing, including the related skills of test-taking strategies and academic vocabulary development. These skills helped our students better understand question structures and what was actually being asked in the question. These skills resulted in more correct answers and improved achievement on the STAR test. Since test taking skills are critical measures of a student's success in life, and there are few professions today that do not require standardized tests for qualification or promotion, we want our students to master these skills now rather than to experience poor results in the future.

Two thousand seven also marked a change in our approach to professional development for our teachers. Time together as a staff became more precious and valued. Clark faculty meetings evolved to be less about dissemination of operational information and more about improvement of instruction. We used expertise within our staff to improve the

Grade range and calendar
9–12
TRADITIONAL

Academic Performance Index
870
County Average: 692
State Average: 710

Student enrollment
1,066
County Average: 1,686
State Average: 1,246

Teachers
47
County Average: 72
State Average: 54

Students per teacher
23
County Average: 24
State Average: 23

Students per computer
3
County Average: 4
State Average: 4

effectiveness of all our staff, which will ultimately lead to better instruction and improved student achievement.

Finally, new generations of books and other instructional materials aligned with the state standards continue to become available for our teachers to use. DVDs, CDs and other on-line resources are helping our teachers communicate their lessons and improve student understanding. It is whole new world in education and Clark's technological resources and expertise continue to put us on the cutting edge of instructional improvement.

Douglas Dall, PRINCIPAL

School Expenditures

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Safety

Clark's closed campus is a safe, clean, and well-maintained learning environment. The distinctive Clark student dress standard makes it easy to distinguish Clark students from unauthorized visitors. Security guards patrol the campus using electric vehicles that facilitate easy travel from one part of the campus to another. Security cameras with monitors in the main office provide immediate views of the hallways and grounds of the school.

The School Safety Plan was reviewed and revised in February 2008 and was presented to staff and parents in public meeting. Committees have been formed to provide essential services during disasters such as fires or earthquakes, and staff members have received training in emergency preparedness techniques.

Buildings

After a $15 million renovation of a former junior high school campus built in 1961, Clark Magnet High School opened in 1998 as a state-of-the-art technology high school. Through the diligent efforts of the school's custodians and district maintenance personnel, along with the cooperation of Clark's students, the facilities continue to be clean, safe, and well maintained. The current computer network infrastructure supports multiple computer labs and computer access in classrooms. As funding allows, however, there will likely need to be upgrades to the Intel switches that support the school's computer network.

Parent Involvement

In addition to membership in the school's PTSA and School Site Council, parents of English learners also serve as members of the school's ELAC committee. In keeping with Clark's status as a school that receives Title I funding, we have now developed a Parent Involvement Policy that lists opportunities for parents to connect with the school community. A Parent/Student/School Compact is also distributed annually in order to clarify student behavior policies and facilitate communication among all stakeholders.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Clark's API was 870 (out of 1000). This is an increase of 22 points compared to last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

CALIFORNIA
API
ACADEMIC PERFORMANCE INDEX

Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**870**
Growth attained from prior year	**+22**
Met subgroup* growth targets	**Yes**
Underperforming school	**No**

SOURCE: API based on spring 2008 test cycle. Growth scores alone are displayed and are current as of November 2008.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

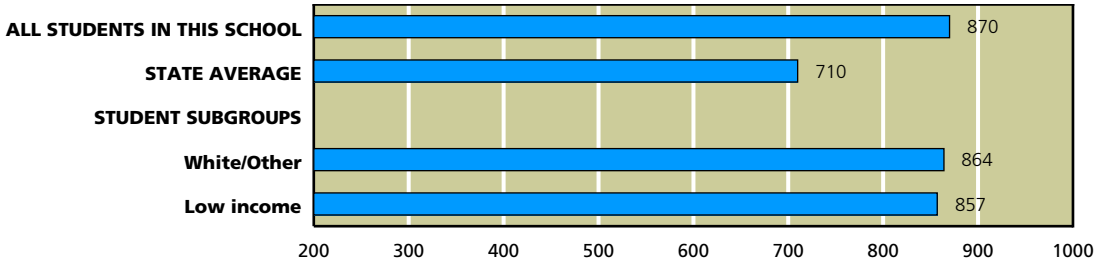
API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 848. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all high schools in California, our school ranked 10 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 9 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site**.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2007–2008 school year. Just for reference, 40 percent of high schools statewide met their growth targets.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 18 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE): 33.4 percent on the English/language arts test and 32.2 percent on the math test. All significant ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2007 must be higher than 83 percent (or satisfy alternate improvement criteria).

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL
AYP
ADEQUATE YEARLY PROGRESS

Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Met graduation rate	**Yes**
Program Improvement school in 2008	**No**

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

*Ethnic groups, English Learners, special ed students or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 33.4% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 32.2% ATTAIN PROFICIENCY ON THE CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

TESTED SUBJECT	2007–2008 LOW SCORES	2007–2008 HIGH SCORES	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		80%		75%		74%
Average high school Percent Proficient or higher		44%		43%		41%
GEOMETRY						
Our school Percent Proficient or higher		51%		34%		36%
Average high school Percent Proficient or higher		21%		22%		24%
US HISTORY						
Our school Percent Proficient or higher		76%		68%		44%
Average high school Percent Proficient or higher		40%		37%		38%
BIOLOGY						
Our school Percent Proficient or higher		69%		57%		53%
Average high school Percent Proficient or higher		43%		38%		36%
SCIENCE						
Our school Percent Proficient or higher		74%		61%		63%
Average high school Percent Proficient or higher		41%		36%		35%

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we've selected biology (an elective) and the tenth grade life science test. For math, we've selected two courses, both of them electives: Algebra I, which students take if they haven't studied and passed it in eighth grade; and Geometry, often the most popular math course because it follows Algebra I. In social studies, we've selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		80%	100%	**SCHOOLWIDE AVERAGE:** About 36 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		40%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		44%	97%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

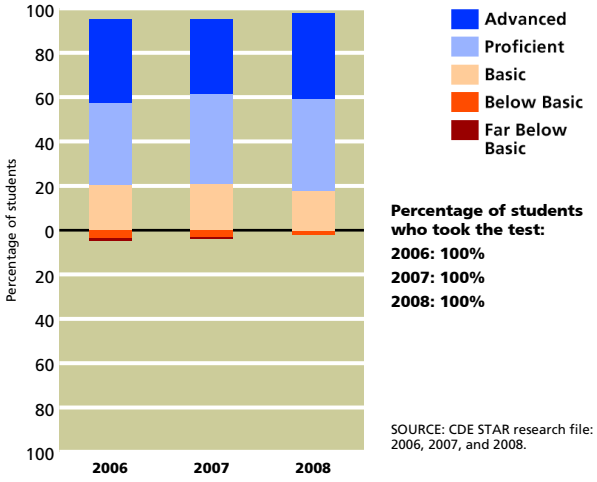
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		83%	435	**GENDER:** About six percent more boys than girls at our school scored Proficient or Advanced.
Girls		77%	395	
English proficient		83%	732	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		59%	98	
Low income		77%	374	**INCOME:** About six percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		83%	456	
Learning disabled	NO DATA AVAILABLE	N/A	18	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		81%	812	
Asian American		89%	54	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino		91%	45	
Hispanic/Latino		79%	43	
White/Other		79%	687	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts



Percentage of students who took the test:
2006: 100%
2007: 100%
2008: 100%

SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		55%	24%	**SCHOOLWIDE AVERAGE:** About 40 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		13%	31%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		15%	32%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

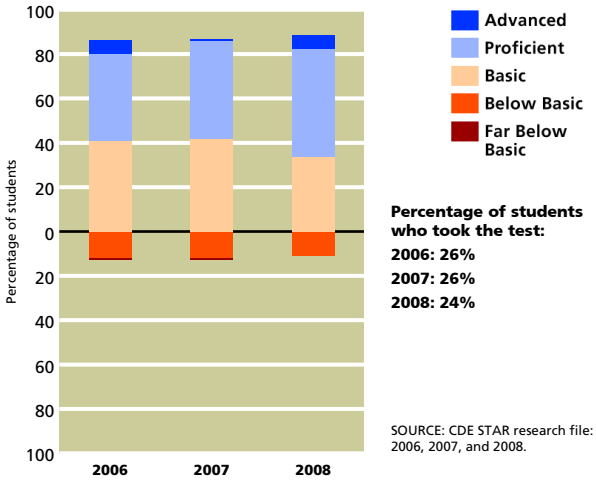
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		64%	105	**GENDER:** About 19 percent more boys than girls at our school scored Proficient or Advanced.
Girls		45%	96	
English proficient		57%	164	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		46%	37	
Low income		54%	107	**INCOME:** About the same percentage of students from lower-income families scored Proficient or Advanced as our other students.
Not low income		55%	94	
Learning disabled	NO DATA AVAILABLE	N/A	6	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		54%	195	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	11	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE	N/S	14	
White/Other		53%	169	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 24 percent of our students took the algebra CST, compared to 32 percent of all high school students statewide. To read more about the **math standards for grades eight through twelve**, as well as the California standards for **algebra**, visit the CDE's Web site.

Three-Year Trend: Algebra I



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		51%	36%	**SCHOOLWIDE AVERAGE:** About 30 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		17%	25%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		21%	25%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

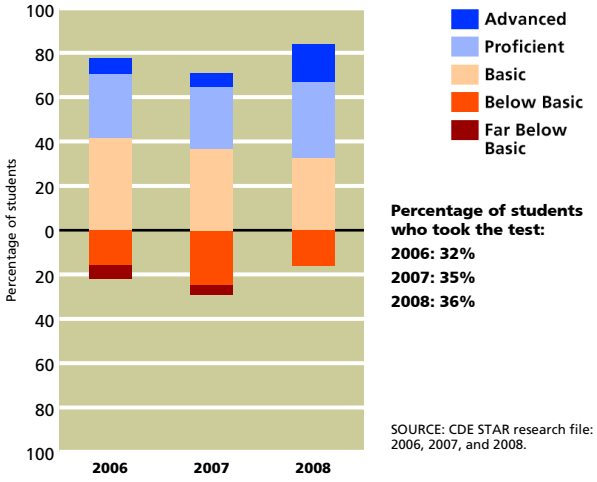
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		52%	165	**GENDER:** About four percent more boys than girls at our school scored Proficient or Advanced.
Girls		48%	130	
English proficient		51%	256	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		44%	39	
Low income		47%	134	**INCOME:** About six percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		53%	161	
Learning disabled	NO DATA AVAILABLE	N/A	8	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		51%	287	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	16	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	12	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE	N/S	17	
White/Other		47%	250	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 36 percent of our students took the geometry CST, compared to 25 percent of all high school students statewide. To read more about the **math standards for all grades**, as well as the California standards for **geometry**, visit the CDE's Web site.

Three-Year Trend: Geometry



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		76%	100%	**SCHOOLWIDE AVERAGE:** About 36 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		37%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		40%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

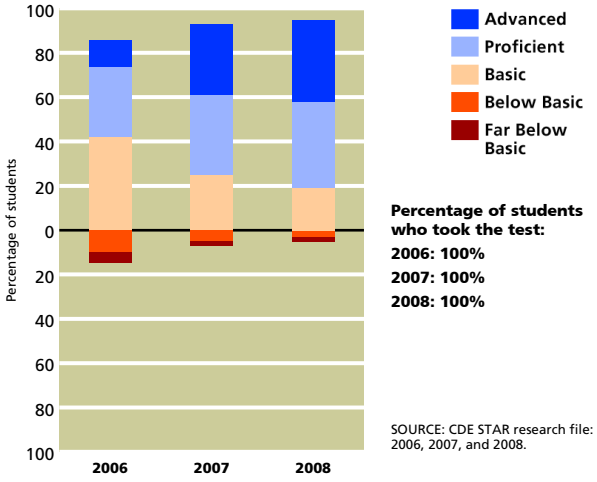
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		83%	122	**GENDER:** About 15 percent more boys than girls at our school scored Proficient or Advanced.
Girls		68%	130	
English proficient		77%	223	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE	N/S	29	
Low income		70%	107	**INCOME:** About nine percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		79%	145	
Learning disabled	NO DATA AVAILABLE	N/A	2	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		76%	250	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	21	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	13	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE	N/S	12	
White/Other		73%	206	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the eleventh grade **US history standards**, visit the CDE's Web site.

Three-Year Trend: US History



Percentage of students who took the test:
2006: 100%
2007: 100%
2008: 100%

SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Biology

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		69%	38%	**SCHOOLWIDE AVERAGE:** About 26 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		37%	36%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		43%	36%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

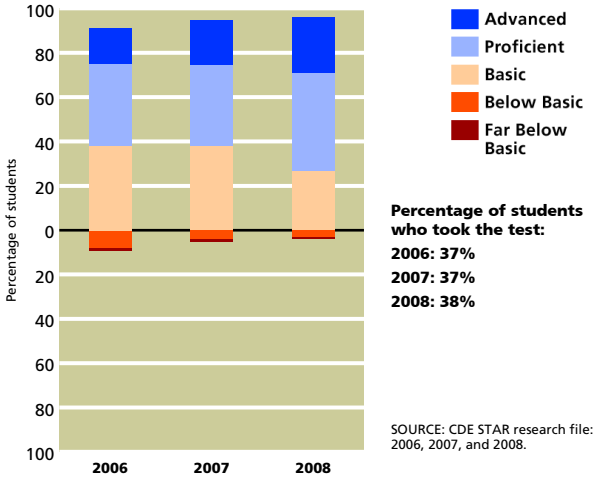
GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		80%	160	**GENDER:** About 22 percent more boys than girls at our school scored Proficient or Advanced.
Girls		58%	158	
English proficient		73%	278	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		45%	40	
Low income		66%	137	**INCOME:** About six percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		72%	181	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	12	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		70%	306	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	20	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	18	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE	N/S	14	
White/Other		67%	266	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 38 percent of our students took the biology CST, compared to 36 percent of all high school students statewide. To read more about the California standards for **biology/life sciences**, **physics**, **chemistry**, and **earth sciences**, visit the CDE's Web site.

Three-Year Trend: Biology



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Life Science (Tenth Grade)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		74%	100%	**SCHOOLWIDE AVERAGE:** About 33 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		37%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		41%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

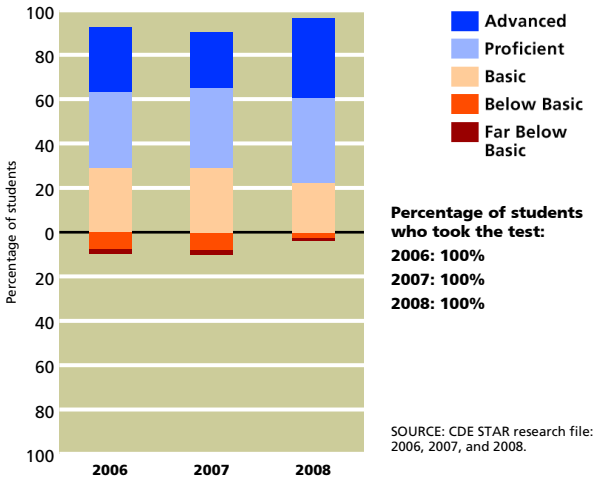
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		85%	144	**GENDER:** About 23 percent more boys than girls at our school scored Proficient or Advanced.
Girls		62%	131	
English proficient		77%	244	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		52%	31	
Low income		73%	120	**INCOME:** About two percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		75%	155	
Learning disabled	NO DATA AVAILABLE	N/A	10	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		74%	265	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	15	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	17	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE	N/S	11	
White/Other		72%	232	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our tenth grade students' scores on the mandatory life science test have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **science standards** on the CDE's Web site and find more information about the standards for **chemistry**, **earth science**, and **physics**. Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Three-Year Trend: Science



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

STUDENTS

Students' English Language Skills

At Clark, 89 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	89%	82%	85%
English Learners	11%	18%	15%

SOURCE: Language Census for school year 2007–2008. County and state averages represent high schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 118 students classified as English Learners. At Clark, the language these students most often speak at home is Armenian. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	2%	88%	84%
Vietnamese	0%	1%	2%
Cantonese	0%	1%	1%
Hmong	0%	0%	2%
Filipino/Tagalog	5%	1%	2%
Korean	6%	2%	1%
Khmer/Cambodian	0%	1%	1%
All other	87%	6%	7%

SOURCE: Language Census for school year 2007–2008. County and state averages represent high schools only.

Ethnicity

Most students at Clark identify themselves as White/European American/Other. In fact, there are about six times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Clark. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	0%	10%	8%
Asian American/ Pacific Islander	14%	12%	12%
Hispanic/Latino	6%	59%	44%
White/European American/ Other	80%	19%	35%

SOURCE: CBEDS census of October 2007. County and state averages represent high schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than $38,203 a year (based on a family of four) in the 2007–2008 school year. At Clark, 42 percent of the students qualified for this program, compared to 42 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	42%	52%	42%
Parents with some college	70%	48%	56%
Parents with college degree	53%	28%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 70 percent of the students at Clark have attended college, and 53 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 76 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Clark varies from a low of 26 students to a high of 33. Our average class size schoolwide is 31 students. The average class size for high schools in the state is 28 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	26	25	25
History	33	30	29
Math	30	28	27
Science	32	30	29

SOURCE: CBEDS census, October 2007. County and state averages represent high schools only.

Discipline

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	6	10	17
2006–2007	9	10	17
2005–2006	13	16	16
Expulsions per 100 students			
2007–2008	0	0	1
2006–2007	0	0	1
2005–2006	0	0	1

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent high schools only.

During the 2007–2008 school year, we had 61 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Computers

We have 422 computers available for student use, which means that, on average, there is one computer for every three students. There are 47 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	4	4
Internet-connected classrooms	47	67	61

SOURCE: CBEDS census of October 2007. County and state averages represent high schools only.

LEADERSHIP, TEACHERS, AND STAFF

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	17	12	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	16%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	62%	42%	39%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	38%	58%	61%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent high schools only.

None of our teachers has fewer than three years of teaching experience, which is below the average for new teachers in other high schools in California. Our teachers have, on average, 17 years of experience. About 38 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 62 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	96%	88%	93%
Trainee credential holders	Percentage of staff holding an internship credential	2%	8%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	2%	9%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 96 percent of the faculty at Clark hold a full credential. This number is close to the average for all high schools in the state. About two percent of the faculty at Clark hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of high school teachers throughout the state hold trainee credentials. About two percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization statewide (just five percent). All of the faculty at Clark hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	3%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	9%	13%	13%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	4%	12%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About nine percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 13 percent of core courses taught by such high school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About four percent of our teachers were working without full credentials, compared to seven percent of teachers in high schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	21%	11%	11%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	0%	11%	11%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	3%	13%	15%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	3%	16%	15%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	6%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	0%	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	4%	11%

SOURCE: Data is from the California Department of Education, SARC research file.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

The average percentage of courses in our district not taught by a "highly qualified" teacher is six percent, compared to eight percent statewide. For schools with the highest percentage of low-income students, this factor is zero percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is four percent, compared to 11 percent statewide.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	2.6
Librarians	1.0
Psychologists	0.4
Social workers	0.0
Nurses	0.2
Speech/language/ hearing specialists	0.2
Resource specialists	1.0

SOURCE: CBEDS census, October 2007.

ACADEMIC GUIDANCE COUNSELORS: Our school has 2.6 full-time equivalent academic counselors, which is equivalent to one counselor for every 533 students. Just for reference, California districts employed about one academic counselor for every 489 high school students in the state. More information about **counseling and student support** is available on the CDE Web site.

PREPARATION FOR COLLEGE AND THE WORKFORCE

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	67%	46%	41%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	510	472	493
SAT math	Average score of juniors and seniors who took the SAT math test	558	492	513
SAT writing	Average score of juniors and seniors who took the SAT writing test	528	474	491

SOURCE: SAT test data provided by the College Board for the 2006–2007 school year. County and state averages represent high schools only.

In the 2006–2007 academic year, 67 percent of Clark students took the SAT, compared to 41 percent of high school students in California.

Clark students' average score was 510 on the verbal portion of the SAT, compared to 493 for students throughout the state. Clark students' average score was 558 on the math portion of the SAT, compared to 513 for students throughout the state. Clark students' average score was 528 on the writing portion of the SAT, compared to 491 for students throughout the state.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	66%	42%	38%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	14%	9%	8%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	15%	13%	13%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	70%	35%	31%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2007. Enrollment in UC/CSU qualifying courses comes from the Professional Assignment Information Form report of October 2007. County and state averages represent high schools only.

In the 2006–2007 school year, 66 percent of Clark's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared to 38 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the **California State University** system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU's official Web site. The **University of California** has a similar set of courses required.

Our **college attendance** data is limited to public colleges in California. Out of Clark's 2007 graduating class, about 29 percent went on to enroll in some part of the California public college system, compared to 52 percent of students throughout the state. Here's the detail: 14 percent of the graduating class went to UC campuses; 15 percent went to CSU campuses; and zero percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years. These include **honors** and **Advanced Placement** (AP) courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate** (IB) Diploma Programme. IB courses are offered in just 82 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	8%	4%	4%

SOURCE: CBEDS PAIF, October 2007.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school's commitment to prepare its students for college, but students' participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers ten different courses that you'll see listed in the table.

More information about the **Advanced Placement program** is available from the College Board.

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	1	1	0
Computer Science	1	1	0
English	2	6	147
Foreign Language	2	2	41
Mathematics	3	4	119
Science	3	3	60
Social Science	2	3	121
Total	14	20	488

SOURCE: CBEDS PAIF, October 2007.

AP Exam Results, 2006–2007

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams for possible college credit	30%	28%	25%
Number of AP exams taken	Average number of AP exams each of these students took in 2006–2007	2.0	1.8	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	42%	53%	57%

SOURCE: AP exam data provided by the College Board for the 2006–2007 school year.

Here at Clark, 30 percent of juniors and seniors took AP exams. In California, 25 percent of juniors and seniors in the average high school took AP exams. On average, those students took 2.0 AP exams, compared to 1.8 for students in the average high school in California.

California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to **frequently asked questions** about the exit exam can be found on the CDE Web site. Additional information about the **exit exam results** is also available there. The table to the right shows how specific groups of tenth grade students scored on the exit exam in the 2007–2008 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2007–2008	89%	71%	53%
2006–2007	82%	65%	49%
2005–2006	83%	68%	51%
Math			
2007–2008	91%	74%	51%
2006–2007	94%	74%	50%
2005–2006	90%	71%	47%

SOURCE: California Department of Education, SARC research file.

Sample **questions and study guides** for the exit exam are available for students on the CDE Web site.

	ENGLISH/LANGUAGE ARTS			MATH		
CAHSEE RESULTS BY SUBGROUP	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	11%	64%	25%	9%	45%	46%
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	0%	87%	13%	0%	27%	73%
Filipino	6%	59%	35%	6%	29%	65%
Hispanic or Latino	0%	73%	27%	18%	46%	36%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	12%	63%	25%	9%	48%	43%
Male	10%	67%	24%	8%	46%	47%
Female	12%	61%	27%	11%	45%	45%
Socioeconomically disadvantaged	16%	60%	25%	9%	49%	42%
English Learners	21%	69%	10%	17%	55%	28%
Students with disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

Dropouts and Graduates

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2006–2007 school year or a student who hasn't re-enrolled in our school for the 2007–2008 year by October 2007.

Identifying dropouts is difficult because many students who leave school unexpectedly don't let us know why they're leaving or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise at best.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2006–2007	0%	5%	4%
2005–2006	0%	4%	3%
2004–2005	0%	3%	2%
Graduation rate (four year)			
2006–2007	100%	81%	86%
2005–2006	99%	80%	87%
2004–2005	100%	82%	88%

SOURCE: Dropout data comes from the CBEDS census of October 2007. County and state averages represent high schools only.

GRADUATION RATE: The **graduation rate** is an estimate of our school's success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress and is part of California's way of determining a high school's Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

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CAREER TECHNICAL EDUCATION

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	628
Percentage of students completing a CTE program and earning a high school diploma	70%
Percentage of CTE courses coordinated with colleges	100

Programs and Courses

COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC/ROP?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Computer Applications	School		Yes	no
Commercial Art/Animation	ROP	Yes	Yes	Yes
Digital Design	ROP	Yes	Yes	Yes
Computer Applications	ROP	Yes	Yes	No
CISCO	ROP	Yes	Yes	No
A+ Certification	ROP	Yes	Yes	No
Commercial photo	ROP	Yes	Yes	No
Multimedia	ROP	Yes	Yes	No
Library Technology	ROP	Yes	Yes	No
Entrepreneurship	ROP	Yes	Yes	No
Professional Dance	ROP	Yes	Yes	No
Advanced Commercial Photo	ROP	Yes	Yes	No
Cinematography	ROP	Yes	Yes	No
Robotics	ROP	Yes	Yes	No

Advisors

If you'd like more information about the programs our school offers in career technical education, please speak with our staff. More information about career technical education policy is available on the CDE Web site.

FIELD OR INDUSTRY	COMMITTEE MEMBERS
Automotive	Bob Adams
Employment Development	Carolyn Anderson
Transportation	Lucy Burghdorf
Dept. Rehabilitation	Robert DeBoisblanc
Employment Development	Bob Driffill
Police Department	Capt. Gregory Fish
Student resources	Alex Garcia
City government	Brady Griffin
Youth Employment	Aylin Isayan
Manufacturing	Debie Kukta
Chamber of Commerce	Jean Maluccio
Dept. Rehabilitation	Kathryn Matsumoto
Youth Development	Linda Maxwell
Entertainment	Joan McCarthy
Employment Development	Linda Patton-Finch
Parent	Svetik Safaryan
Education Consultant	Emma Sanchez Glenny
Fire Department	Harold Scoggins
Education	Mike Seaton
Community College	Jan Swinton
Child Care	Eleanor Torres
Youth Employment	Evelyn Van Orden
Elected School Board	Joylene Wagner

High School Completion

This table shows the percentage of seniors in the graduating class of 2008 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE up to three times in their junior year and up to five times in their senior year. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about **CAHSEE results for the classes of 2007 and 2008**, and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2008)	
STUDENT GROUPS	OUR SCHOOL	DISTRICT AVERAGE
All Students	100%	80%
African American		
American Indian or Alaska Native		
Asian	76%	81%
Filipino	72%	78%
Hispanic or Latino	100%	63%
Pacific Islander		
White (not Hispanic)	100%	86%
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		

» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2006–2007 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.

TEACHERS

Teacher Vacancies

KEY FACTOR	2006–2007	2007–2008	2008–2009
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	161	168	282
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES:

There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time, and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

Teacher Misassignments

A "misassigned" teacher is one who lacks the appropriate subject-area authorization for a class she is teaching. Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2006–2007	2007–2008	2008–2009
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	14	17	14
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES:.

Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	3.00
2006–2007	3.00
2005–2006	3.00

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

		ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
TAUGHT AT OUR SCHOOL?	SUBJECT	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
☒	English	☒	☒	☒	100%
☒	Math	☒	☒	☒	100%
☒	Science	☒	☒	☒	100%
☒	Social Science	☒	☒	☒	100%
☒	Foreign Languages	☒	☒	☒	100%
☒	Health	☒	☒	☒	100%
☒	Visual/Performing Arts	☒	☒	☒	100%

This information was collected on .

NOTES:

Textbooks in Use

Here are some of the textbooks we use for our core courses.

SUBJECT AND TITLE	PUBLISHER	YEAR PUBLISHED
ENGLISH/LANGUAGE ARTS		
English: HOlt Literature & Language	Holt, Rinehart & Winston	2002
Am. LIt & Comp: The Language of Literature	McDougal Littell	2002
English: varies depending on course	McDougal Littell	2003
MATH		
Algebra	Glencoe	2008
Geometry	McDougal Littell	2000
Trigonometry	Pearson Addison Wesley	2008
Calculus: Single Variable Calculus with Vector Functions	Thompson	2008
SCIENCE		
California Biology	Holt	2007
Chemistry: Matter & Change	Glencoe	2007
California Physics	Holt	2002
Earth Science, Allison, DeGaetano & Pasachoff	Holt	2007
SOCIAL SCIENCE		
California World History	Prentice Hall	2007
California American Anthem	Holt, Rinehart & Winston	2007
Macgruder's American Government	Prentice Hall	2006
Economics: Principles and Practices	Glencoe/McGraw Hill	2005

SCIENCE LABS

Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.

Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
Biology	☒	☒
Chemistry	☒	☒
Physics	☒	☒
Environmental Science	☒	☒
Chemistry	☒	☒
Physics	☒	☒
AP Chemistry	☒	☒
AP Physics	☒	☒
Environmental Science	☒	☒
	☐	☐

Notes

This report was completed on .

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
Overall Rating	**Good**	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 85 and 97 percent on the 15 categories of our evaluation.
1. Gas Leaks	**Good**	No apparent problems.
2. Mechanical Problems (Heating, Ventilation, and Air Conditioning)	**Good**	No apparent problems.
3. Windows, Doors, Gates, Fences (Interior and Exterior)	**Good**	No apparent problems.
4. Interior Surfaces (Walls, Floors, and Ceilings)	**Good**	No apparent problems.
5. Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)	**Good**	No apparent problems.
6. Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)	**Good**	No apparent problems.
7. Fire Safety (Sprinkler Systems, Alarms, Extinguishers)	**Good**	No apparent problems.
8. Electrical Systems and Lighting	**Good**	No apparent problems.
9. Pest or Vermin Infestation	**Good**	No apparent problems.
10. Drinking Fountains (Inside and Out)	**Good**	No apparent problems.
11. Bathrooms	**Good**	No apparent problems.
12. Sewer System	**Good**	No apparent problems.
13. Roofs	**Good**	No apparent problems.
14. Playground/School Grounds	**Good**	No apparent problems.
15. Overall Cleanliness	**Good**	No apparent problems.
Other Deficiencies	**N/A**	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Wednesday, June 25, 2008 by C Jeffress (Administrative Secretary). There were no other inspectors used in the completion of this form.

SCHOOL FINANCES, 2006–2007

We are required to report financial data from the 2006–2007 school year by the California Dept. of Education. More recent financial data is available on request from the district office.

Spending per Student

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 1,038 students during the 2006-2007 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

$$\frac{\text{(SCHOOL AMOUNT – DISTRICT AVERAGE)}}{\text{DISTRICT AVERAGE}}$$

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	$4,515.00	$4,201.00	8%	$5,300	-15%
Restricted funds ($/student)	$355.00	$764.00	53%	$2,817	-87%
Total ($/student)	$4,871.00	$4,965.00	2%	$8,117	-40%

Compensation per Teacher

To make comparisons possible across schools and districts of varying sizes, we report our compensation per full-time equivalent (FTE) teacher. A teacher who works full-time counts as 1.0 FTE teacher. A teacher who works only half-time counts as 0.5 FTE. We had 39 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salary	$64,188.00	$64,195.00	0%	$62,157	3%
Benefits	$20,165.00	$19,258.00	0%	$17,426	16%
Total	$84,353.00	$83,453.00	0%	$79,583	6%

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.

STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	1,066
African American	0%
American Indian or Alaska Native	0%
Asian	8%
Filipino	6%
Hispanic or Latino	6%
Pacific Islander	0%
White (not Hispanic)	80%
Multiple or no response	0%
Socioeconomically disadvantaged	43%
English Learners	12%
Students with disabilities	2%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2007. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	307
Grade 10	280
Grade 11	253
Grade 12	226

SOURCE: CBEDS, October 2007.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2005–2006	2006–2007	2007–2008
English	28	28	26
History	32	32	33
Math	30	31	30
Science	34	34	32

SOURCE: CBEDS, October 2007.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

	2005–2006			2006–2007			2007–2008		
SUBJECT	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	7	23	13	8	21	14	11	20	16
History	3	9	27	1	15	15	2	6	24
Math	3	19	13	4	12	17	3	19	13
Science	1	4	25	0	10	21	3	9	19

SOURCE: CBEDS, October 2007.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

	SCHOOL			DISTRICT
TEACHERS	2005–2006	2006–2007	2007–2008	2007–2008
With Full Credential	41	42	43	1,215
Without Full Credential	2	1	2	29

SOURCE: CBEDS, October 2007, Professional Assignment Information Form (PAIF) section.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our 2007–2008 results are compared to other students' results in the county and state. More information about **physical fitness testing and standards** is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	49%	34%	37%
Girls in Fitness Zone	58%	32%	35%
Fifth graders in Fitness Zone	N/A	26%	29%
Seventh graders in Fitness Zone	N/A	28%	30%
Ninth graders in Fitness Zone	53%	33%	36%
All students in Fitness Zone	53%	33%	36%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent high schools only.

STUDENT PERFORMANCE

California Standards Tests

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2006**	**2007**	**2008**	**2006**	**2007**	**2008**	**2006**	**2007**	**2008**
English/ language arts	74%	75%	80%	56%	58%	59%	42%	43%	46%
History/social science	48%	61%	68%	46%	48%	52%	33%	33%	36%
Mathematics	44%	41%	50%	57%	57%	58%	40%	40%	43%
Science	62%	61%	74%	50%	52%	62%	35%	38%	46%

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

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

	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
STUDENT GROUP	**ENGLISH/ LANGUAGE ARTS 2007–2008**	**HISTORY/ SOCIAL SCIENCE 2007–2008**	**MATHEMATICS 2007–2008**	**SCIENCE 2007–2008**
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	89%	81%	69%	87%
Filipino	91%	77%	62%	88%
Hispanic or Latino	79%	79%	60%	73%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	79%	66%	47%	72%
Boys	83%	79%	55%	85%
Girls	78%	57%	45%	62%
Economically disadvantaged	77%	N/A	49%	72%
English Learners	59%	51%	40%	52%
Students with disabilities	50%	N/A	50%	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

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 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2005–2006	2006–2007	2007–2008
Statewide rank	10	10	10
Similar-schools rank	10	10	9

SOURCE: The API Base Report from August 2008.

API Changes by Student Group: Three-Year Comparison

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

	ACTUAL API CHANGE			API SCORE
STUDENT GROUP	2005–2006	2006–2007	2007–2008	2007–2008
All students at the school	-5	+10	+22	870
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	-10	+16	+28	864
Economically disadvantaged	-25	+38	+31	857
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):
(a) a 95-percent participation rate on the state's tests;
(b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests;
(c) an API of at least 590 or growth of at least one point; and
(d) the graduation rate for the graduating class must be higher than 82.9 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in November 2008.

Intervention Program: District Program Improvement (PI)

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) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2008.

DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the **CDE's Web site.**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2006–2007			
Total expenses	$208,246,634	N/A	N/A
Expenses per student	$7,548	$8,193	$8,117
FISCAL YEAR 2005–2006			
Total expenses	$206,005,343	N/A	N/A
Expenses per student	$7,330	$7,583	$7,521

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2006–2007

This table reports the salaries of teachers and administrators in our district for the 2006–2007 school year. According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2007–08 data in most cases. Therefore, 2006–07 data are used for report cards prepared during 2008–09." This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	$41,619	$40,721
Midrange teacher's salary	$63,892	$65,190
Highest-paid teacher's salary	$85,448	$84,151
Average principal's salary (high school)	$126,198	$119,210
Superintendent's salary	$222,210	$210,769
Percentage of budget for teachers' salaries	41%	40%
Percentage of budget for administrators' salaries	5%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

SCHOOL COMPLETION AND PREPARATION FOR COLLEGE

Dropout Rate and Graduation Rate

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
Dropout rate (one-year)			
2006–2007	0%	1%	4%
2005–2006	0%	1%	3%
2004–2005	0%	1%	2%
Graduation rate (four-year)			
2006–2007	100%	95%	86%
2005–2006	99%	96%	87%
2004–2005	100%	96%	88%

SOURCE: CBEDS October 2005–2007.

Courses Required for Admission to the University of California or California State University Systems

Number and percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	78%	73%	66%
Percentage of graduates from class of 2007 who completed all courses required for UC/CSU admission	66%	42%	38%

SOURCE: CBEDS, October 2007, for the class of 2007.

College Entrance Exam Reasoning Test (SAT)

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average verbal, math, and writing scores of those students.

KEY FACTOR	2004–2005	2005–2006	2006–2007
Percentage of seniors taking the SAT	68%	62%	67%
Average verbal score	504	520	510
Average math score	557	569	558
Average writing score	N/A	537	528

SOURCE: Original data from the College Board, for the class of 2007, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11. The College Board first introduced the writing test in 2005–2006.

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