Anderson W. Clark Magnet High School

School Accountability Report Card, 2008–2009

Glendale Unified School District

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

2006 NATIONAL BLUE RIBBON SCHOOL

2009 TITLE I ACHIEVING SCHOOL

2009 CALIFORNIA DISTINGUISHED SCHOOL

Anderson W. Clark Magnet High School

School Accountability Report Card, 2008–2009
Glendale Unified School District

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 2008–2009 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_2009_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
223 North Jackson St.
Glendale, CA 91206
Phone: (818) 241-3111
http://gusd.net/

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Glendale Unified School District

Principal's Message

At Clark Magnet High School the 2008-2009 school year was one of accomplishment and recognition. We were recognized as a California Distinguished School and honored as a Title I Achieving School, further validating our work with our socioeconomically disadvantaged students. The Western Association of Schools and Colleges (WASC) accreditation process was completed and resulted in a full six-year term. The California achievement tests showed steady growth, and the API for our socioeconomically disadvantaged subgroup increased two points, from 858 to 860. These scores validated a focus on the academic standards by our teachers and, more importantly, the seriousness our students showed when taking these tests.

We refined and aligned our Literacy Improvement Instructional Focus to support the WASC accreditation process, School Site Plan, and district evaluation process. It has become the strategic compass for site planning, staff development, and budget decisions for our operation. As part of the 2009 California Distinguished School application process, we identified and implemented a narrow list of schoolwide best teaching practices that supported Literacy Development and Project-Focused Instruction that are used in each classroom daily. Clark is proud of its culture and infrastructure that values and supports both academic achievement and real-world experiences for our students. We continued to obtain books and other online instructional materials that are aligned with the state standards and helped our teachers communicate their lessons and improve student understanding.

Clark faculty meetings focused on improving instruction, and we met regularly to analyze and discuss student work, teacher assignments, best teaching practices and data in order to improve student achievement and continue to close the achievement gap among our socioeconomically disadvantaged subgroups. Dr. Jan Pilgreen of The University of LaVerne worked with our teachers to further improve our best practice of literacy improvement. Our staff continued to share expertise to improve the effectiveness of all our staff. This ultimately led to better instruction and improved student achievement.

With district support, we continued to use and develop faculty expertise with the Data Director software to develop and implement interim assessments to assess student scores and to identify instructional strengths and weaknesses. This has helped make our academic focus more effective, has provided a road map for overall instructional improvement, and has helped us personalize instruction in a way that we were never able to do in the past.

Our Professional Development Program continued to support the instructional focus and best practices to promote high expectations for all

Grade range and calendar
9–12
TRADITIONAL

Academic Performance Index
873
County Average: 681
State Average: 712

Student enrollment
1,098
County Average: 1,502
State Average: 1,082

Teachers
46
County Average: 64
State Average: 47

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

students to help us make strategic resource allocation decisions and establish site priorities. By focusing on literacy development, academic vocabulary, and interim assessments, we continued to build teacher expertise, collaboration, internal support, ownership, and involvement of staff members in their departments and areas of expertise. We continued to develop Clark's schoolwide measurable goals that served as a metric for strategic and long-term planning and decision-making. Finally, we worked with our district colleagues to ensure that they provided additional leadership, coaching, support, supervision, and creative problem solving to maintain Clark Magnet's continued growth in student achievement and national recognition in the most difficult of times.

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 January 2009 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. Ten year old Intel network switches that support the school's computer network were upgraded last year to state of the art Cisco switches.

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. To encourage community involvement and communication, Clark Magnet also developed an expanded web site at clarkmagnet.net. We continue to inform and involve the various school and community stakeholders in the vision and purpose of Clark Magnet and its instructional focus.

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 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 873 (out of 1000). This is an increase of 3 points compared with 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	**873**
Growth attained from prior year	**+3**
Met subgroup* growth targets	**Yes**

SOURCE: API based on spring 2009 test cycle. Growth scores alone are displayed and are current as of December 2009.

*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.

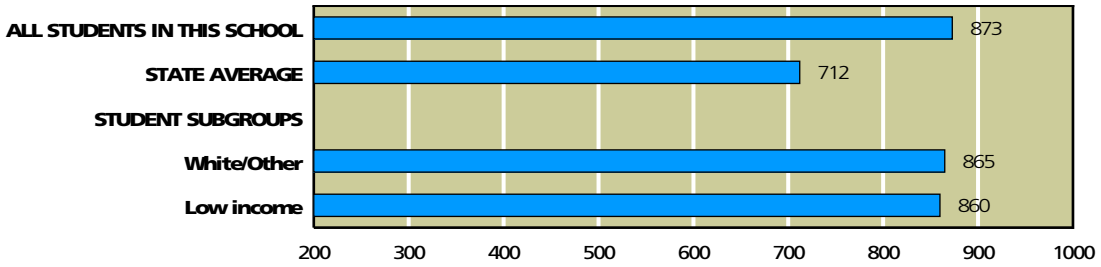
API RANKINGS: Based on our 2007–2008 test results, we started the 2008–2009 school year with a base API of 870. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all high schools in California, our school ranked 10 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 10 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 2008–2009 school year. Just for reference, 32 percent of high schools statewide met their growth targets.

API, Spring 2009



SOURCE: API based on spring 2009 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): 44.5 percent on the English/language arts test and 43.5 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 650 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 2008 must be higher than 83.1 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 2009	**No**

SOURCE: AYP is based on the Accountability Progress Report of December 2009. A school can be in Program Improvement based on students' test results in the 2008–2009 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 44.5% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 43.5% ATTAIN PROFICIENCY ON THE CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

SOURCE: AYP release of September 2009, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2008–2009 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 AYP.

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 with 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	2008–2009 LOW SCORES	2008–2009 HIGH SCORES	2007–2008 LOW SCORES	2007–2008 HIGH SCORES	2006–2007 LOW SCORES	2006–2007 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		81%		80%		75%
Average high school Percent Proficient or higher		46%		44%		42%
GEOMETRY						
Our school Percent Proficient or higher		36%		51%		34%
Average high school Percent Proficient or higher		24%		21%		22%
US HISTORY						
Our school Percent Proficient or higher		78%		76%		68%
Average high school Percent Proficient or higher		47%		40%		37%
BIOLOGY						
Our school Percent Proficient or higher		64%		69%		57%
Average high school Percent Proficient or higher		42%		43%		38%
LIFE SCIENCE (TENTH GRADE)						
Our school Percent Proficient or higher		75%		74%		61%
Average high school Percent Proficient or higher		45%		41%		36%

SOURCE: The scores for the CST are from the spring 2009 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.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 53 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 59 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		81%	100%	**SCHOOLWIDE AVERAGE:** About 35 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		42%	97%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		46%	97%	

Subgroup Test Scores

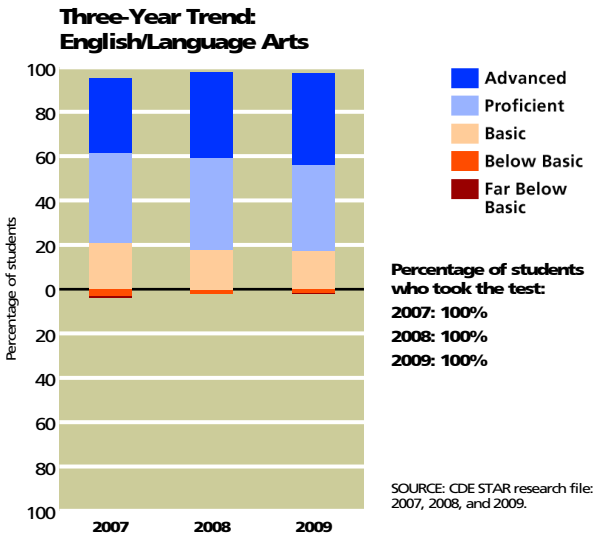
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		82%	459	**GENDER:** About three percent more boys than girls at our school scored Proficient or Advanced.
Girls		79%	388	
English proficient		84%	752	**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		53%	95	
Low income		76%	387	**INCOME:** About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		84%	459	
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%	829	
Asian American		88%	34	**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		98%	44	
Hispanic/Latino		86%	53	
White/Other		79%	713	

SOURCE: The scores for the CST are from the spring 2009 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.



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		60%	22%	**SCHOOLWIDE AVERAGE:** About 43 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		16%	31%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		17%	31%	

Subgroup Test Scores

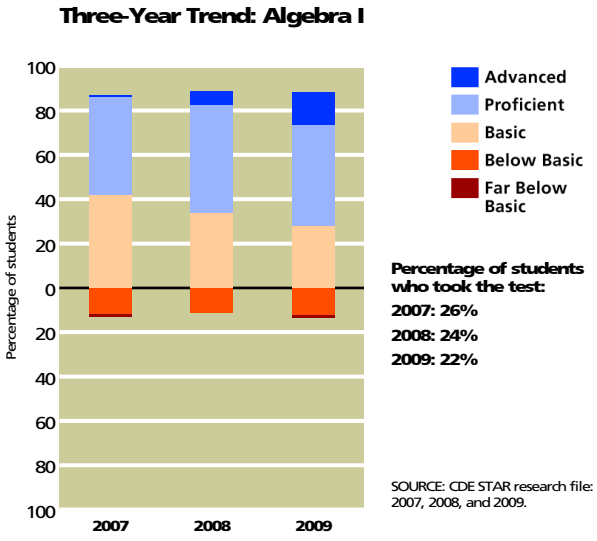
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		68%	99	**GENDER:** About 17 percent more boys than girls at our school scored Proficient or Advanced.
Girls		51%	89	
English proficient		62%	146	**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		50%	42	
Low income		58%	111	**INCOME:** About four percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		62%	77	
Learning disabled	NO DATA AVAILABLE	N/A	3	**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		59%	185	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE	N/S	17	**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.
White/Other		58%	159	

SOURCE: The scores for the CST are from the spring 2009 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 22 percent of our students took the algebra CST, compared with 31 percent of all high school students statewide. To read more about California's **math standards**, visit the CDE's Web site.



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		36%	35%	**SCHOOLWIDE AVERAGE:** About 12 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		19%	25%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		24%	25%	

Subgroup Test Scores

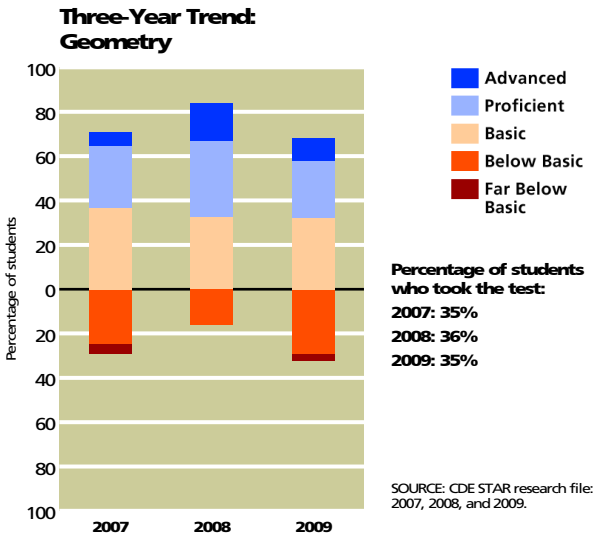
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		43%	175	**GENDER:** About 17 percent more boys than girls at our school scored Proficient or Advanced.
Girls		26%	124	
English proficient		39%	266	**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		12%	33	
Low income		28%	135	**INCOME:** About 15 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		43%	163	
Learning disabled	NO DATA AVAILABLE	N/A	7	**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		37%	292	
Asian American	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.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	16	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE	N/S	20	
White/Other		32%	250	

SOURCE: The scores for the CST are from the spring 2009 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 35 percent of our students took the geometry CST, compared with 25 percent of all high school students statewide. To read more about the **math standards for all grades**, visit the CDE's Web site.



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		78%	100%	**SCHOOLWIDE AVERAGE:** About 31 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		43%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		47%	95%	

Subgroup Test Scores

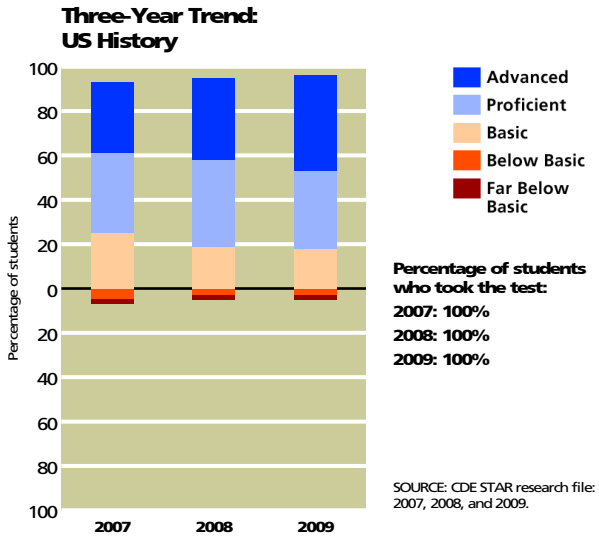
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		82%	130	**GENDER:** About ten percent more boys than girls at our school scored Proficient or Advanced.
Girls		72%	130	
English proficient		81%	239	**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	21	
Low income		76%	101	**INCOME:** About two percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		78%	159	
Learning disabled	NO DATA AVAILABLE	N/A	9	**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		78%	251	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	14	**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	15	
White/Other		74%	221	

SOURCE: The scores for the CST are from the spring 2009 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.



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		64%	37%	**SCHOOLWIDE AVERAGE:** About 22 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%	37%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		42%	36%	

Subgroup Test Scores

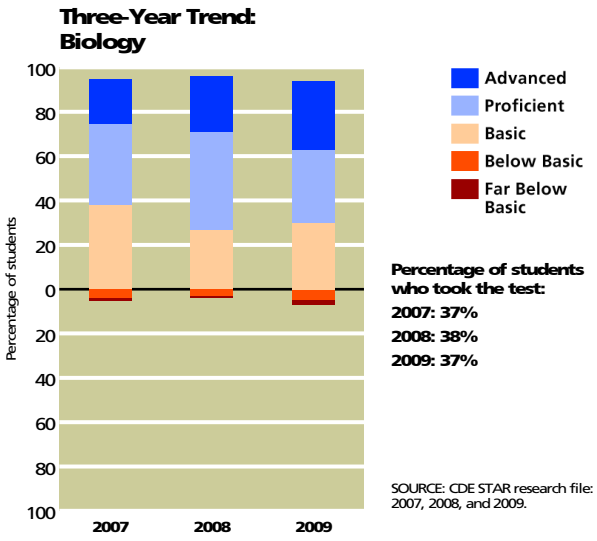
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		72%	163	**GENDER:** About 17 percent more boys than girls at our school scored Proficient or Advanced.
Girls		55%	148	
English proficient		68%	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		30%	33	
Low income		59%	143	**INCOME:** About nine percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		68%	167	
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		64%	305	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	12	**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	20	
White/Other		61%	261	

SOURCE: The scores for the CST are from the spring 2009 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 37 percent of our students took the biology CST, compared with 36 percent of all high school students statewide. To read more about the **California standards for science** visit the CDE's Web site.



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		75%	100%	**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		40%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		45%	95%	

Subgroup Test Scores

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

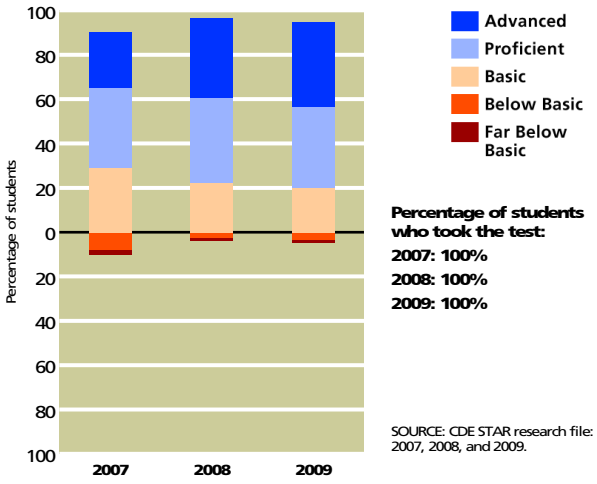
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		81%	155	**GENDER:** About 14 percent more boys than girls at our school scored Proficient or Advanced.
Girls		67%	132	
English proficient		78%	257	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		50%	30	
Low income		70%	134	**INCOME:** About ten percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		80%	152	
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		75%	281	
Asian American	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.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	14	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE	N/S	20	
White/Other		74%	242	

SOURCE: The scores for the CST are from the spring 2009 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. 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: Life Science



SOURCE: CDE STAR research file: 2007, 2008, and 2009.

STUDENTS

Students' English Language Skills

At Clark, 91 percent of students were considered to be proficient in English, compared with 86 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	91%	82%	86%
English Learners	9%	18%	14%

SOURCE: Language Census for school year 2008–2009. 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 100 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	3%	89%	84%
Vietnamese	0%	1%	2%
Cantonese	0%	1%	1%
Hmong	0%	0%	2%
Filipino/Tagalog	4%	1%	1%
Korean	0%	2%	1%
Khmer/Cambodian	0%	1%	1%
All other	93%	5%	8%

SOURCE: Language Census for school year 2008–2009. 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 eight 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	10%	12%	12%
Hispanic/Latino	6%	60%	45%
White/European American/ Other	84%	19%	34%

SOURCE: CBEDS census of October 2008. 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 $39,220 a year (based on a family of four) in the 2008–2009 school year. At Clark, 43 percent of the students qualified for this program, compared with 46 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	43%	56%	46%
Parents with some college	68%	47%	56%
Parents with college degree	53%	27%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2008–2009 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 68 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 75 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The table at the right shows average class sizes for core courses. The average class size of all courses at Clark varies from a low of 27 students to a high of 34. Our average class size schoolwide is 31 students. The average class size for high schools in the state is 28 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	27	25	25
History	34	30	29
Math	31	28	27
Science	31	30	28

SOURCE: CBEDS census, October 2008. 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			
2008–2009	5	9	16
2007–2008	6	10	17
2006–2007	9	10	15
Expulsions per 100 students			
2008–2009	0	0	1
2007–2008	0	0	1
2006–2007	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 2008–2009 school year, we had 60 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.

LEADERSHIP, TEACHERS, AND STAFF

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	19	12	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	2%	13%	12%
Teachers holding an MA degree or higher	Percentage of teachers with an MA or higher from a graduate school	72%	45%	41%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a BA degree from a four-year college	28%	55%	59%

SOURCE: Professional Assignment Information Form (PAIF), October 2008, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About two percent of our teachers have 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, 19 years of experience. About 28 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 72 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	98%	93%	94%
Trainee credential holders	Percentage of staff holding an internship credential	2%	6%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	2%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: PAIF, October 2008. 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 98 percent of the faculty at Clark hold a full credential. This number is higher than 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. None of our faculty holds an emergency permit. Very few high school teachers hold this authorization statewide (just three 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	0%	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	5%	12%	13%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	2%	7%	6%

SOURCE: Professional Assignment Information Form (PAIF) of October 2008. 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. 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 five percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared with 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 two percent of our teachers were working without full credentials, compared with six 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	9%	11%	11%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	0%	9%	12%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	3%	11%	16%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	4%	18%	17%

SOURCE: PAIF, October 2008. 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. Please refer to the Data Almanac at the end of this report for data from the past three years.

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
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	7%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	13%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	5%

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 with one percent statewide. For schools with the highest percentage of low-income students, this factor is 13 percent, compared with zero percent statewide. For schools with the lowest percentage of low-income students, this factor is five percent, compared with zero 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	2.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2008.

ACADEMIC GUIDANCE COUNSELORS: Our school has two full-time equivalent academic counselors, which is equivalent to one counselor for every 549 students. Just for reference, California districts employed about one academic counselor for every 412 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	64%	45%	40%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	511	472	494
SAT math	Average score of juniors and seniors who took the SAT math test	572	490	513
SAT writing	Average score of juniors and seniors who took the SAT writing test	535	475	493

SOURCE: SAT test data provided by the College Board for the 2007–2008 school year. County and state averages represent high schools only.

In the 2007–2008 academic year, 64 percent of Clark students took the SAT, compared with 40 percent of high school students in California.

Clark students' average score was 511 on the verbal portion of the SAT, compared with 494 for students throughout the state. Clark students' average score was 572 on the math portion of the SAT, compared with 513 for students throughout the state. Clark students' average score was 535 on the writing portion of the SAT, compared with 493 for students throughout the state.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
2008 graduates meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	64%	34%	36%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	16%	9%	8%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	12%	13%	13%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	57%	35%	32%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2008. Enrollment in UC/CSU qualifying courses comes from the CBEDS census of October 2008. County and state averages represent high schools only.

In the 2007–2008 school year, 64 percent of Clark's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with 36 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 the same set of courses required.

Our **college attendance** data is limited to public colleges in California. Out of Clark's 2008 graduating class, about 34 percent went on to enroll in some part of the California public college system, compared with 52 percent of students throughout the state. Here's the detail: 12 percent of the graduating class went to UC campuses; zero percent went to CSU campuses; and 22 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, including **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 92 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%	5%	4%

SOURCE: CBEDS PAIF, October 2008.

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	13
Computer Science	0	0	0
English	1	6	159
Foreign Language	1	2	59
Mathematics	3	4	123
Science	3	3	52
Social Science	2	3	93
Total	11	19	499

SOURCE: CBEDS PAIF, October 2008.

AP Exam Results, 2007–2008

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	32%	29%	26%
Number of AP exams taken	Average number of AP exams each of these students took in 2007–2008	2.0	1.8	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	49%	52%	57%

SOURCE: AP exam data provided by the College Board for the 2007–2008 school year.

Here at Clark, 32 percent of juniors and seniors took AP exams. In California, 26 percent of juniors and seniors in the average high school took AP exams. On average, those students took 2.0 AP exams, compared with 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 2008–2009 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			
2008–2009	N/A	67%	52%
2007–2008	89%	71%	53%
2006–2007	82%	65%	49%
Math			
2008–2009	N/A	76%	53%
2007–2008	91%	74%	51%
2006–2007	94%	74%	50%

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.

CAHSEE Results by Subgroup

	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	N/A	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
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

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2007–2008	0%	5%	4%
2006–2007	0%	5%	4%
2005–2006	0%	4%	3%
Graduation rate (four year)			
2007–2008	99%	82%	85%
2006–2007	100%	80%	85%
2005–2006	99%	80%	87%

SOURCE: Dropout data comes from the CBEDS census of October 2008. County and state averages represent high schools only.

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 2007–2008 school year or a student who hasn't re-enrolled in our school for the 2008–2009 year by October 2008.

Identifying dropouts has been difficult because students often do not let a school know why they are leaving or where they are going. Districts have begun to use Statewide Student Identifiers (SSID), which will increase their ability to find students who stop coming to school. This system also helps districts identify students who were considered a dropout at a school they left but in fact were enrolled in a different district. The data also allows the CDE to identify students reported by a school district as transferring to another California school district but who cannot be found enrolled elsewhere. These students are now properly counted as dropouts rather than transfers.

It will take a couple of years for the data to be completely accurate, because we need to track students from the time they enter high school. Once this tracking system has been in place for four years, our information will be much more accurate.

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 (AYP) 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 December 2009. The CDE may release additional or revised data for the 2008–2009 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 2008 census); Language Census (March 2009); California Achievement Test and California Standards Tests (spring 2009 test cycle); Academic Performance Index (September 2009 growth score release); Adequate Yearly Progress (September 2009).

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CAREER TECHNICAL EDUCATION

Some high schools offer 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	651
Percentage of students completing a CTE program and earning a high school diploma	100
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
Computer Networking (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
Introduction to Engineering	ROP	Yes	Yes	No
Computer Programming / AP Programming	School	No	Yes	Yes
Computer Programming in ALICE	School	No	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	Michelle Navarro
Employment Development	Sandra Greenstein
Police Department	Capt. Gregory Fish
Student resources	Alex Garcia
City government	Aylin Isayan
Youth Employment	Karine Grigoryan
Manufacturing	Debie Kukta
Chamber of Commerce	Jean Maluccio
Youth Development	Linda Maxwell
Entertainment	Joan McCarthy
Employment Development	Judith Sernas
Parent	Svetik Safaryan
Education Consultant	Emma Sanchez Glenny
Fire Department	Chief Harold Scoggins
Education	Dr. Alejandro Rojas
Community College	Jan Swinton
Child Care	Anita Tetrault
Elected School Board	Joylene Wagner
Workability/Disabled Youth	Linda Lindley

High School Completion

This table shows the percentage of seniors in the graduating class of 2009 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for all students, followed by the results for different groups of students.

These percentages are derived by dividing the number of twelfth grade students who met all graduation requirements and passed both portions of the CAHSEE by the number of students who were enrolled in the twelfth grade as of October 2008.

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 2008 and 2009**, and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2009)	
STUDENT GROUPS	OUR SCHOOL	DISTRICT AVERAGE
All Students	99%	85%
African American		74%
American Indian or Alaska Native		100%
Asian	100%	89%
Filipino	100%	85%
Hispanic or Latino	100%	88%
Pacific Islander		83%
White (not Hispanic)	99%	88%
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, 2009–2010. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2008–2009 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.

TEACHERS

Teacher Vacancies

KEY FACTOR	2007–2008	2008–2009	2009–2010
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	168	282	287
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	1
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	1

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	2007–2008	2008–2009	2009–2010
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	17	14	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
2008–2009	3
2007–2008	3.00
2006–2007	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.

This information was collected on 11/30/2009.

NOTES:

		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%

Textbooks in Use

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

SUBJECT AND TITLE	PUBLISHER	YEAR ADOPTED
ENGLISH/LANGUAGE ARTS		
English: Holt Literature & Language	Holt, Rinehart & Winston	2003
Am. LIt & Comp: The Language of Literature	McDougal Littell	2003
English: varies depending on course	McDougal Littell	
MATH		
Algebra	Glencoe	2003
Geometry	McDougal Littell	2008
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	2007
Earth Science, Allison, DeGaetano & Pasachoff	Holt	2002
SOCIAL SCIENCE		
California World History	Prentice Hall	2006
California American Anthem	Holt, Rinehart & Winston	2006
Macgruder's American Government	Prentice Hall	2006
Economics: Principles and Practices	Glencoe/McGraw Hill	2006

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.

This report was completed on 11/30/2009.

NOTES:

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	☒	☒
	☐	☐

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.

INSPECTORS AND ADVISORS: This report was completed on 01/11/2010 by Richard Carroll. The most recent facilities inspection occurred on 03/11/2009.

ADDITIONAL INSPECTORS: There were no other inspectors used in the completion of this form.

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
Overall Rating	**Exemplary**	No apparent problems
A. Systems	**Good**	
1. Gas	**Good**	No apparent problems
2. Mechanical/HVAC	**Good**	No apparent problems
3. Sewer	**Good**	No apparent problems
B. Interior Surfaces	**Good**	
1. Interior Surfaces	**Good**	No apparent problems
C. Cleanliness	**Good**	
1. Overall cleanliness	**Good**	No apparent problems
2. Pest/Vermin	**Good**	No apparent problems
D. Electrical Components	**Good**	
1. Electrical Components	**Good**	No apparent problems
E. Restrooms/Fountains	**Good**	
1. Restrooms	**Good**	No apparent problems
2. Drinking Fountains	**Fair**	No apparent problems
F. Safety	**Good**	
1. Fire Safety	**Good**	No apparent problems
2. Hazardous Materials	**Good**	No apparent problems

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
G. Structural	**Good**	
1. Structural Damage	**Good**	No apparent problems
2. Roofs/Gutters	**Good**	No apparent problems
H. External	**Good**	
1. Windows/Doors/Gates/Fences	**Good**	No apparent problems
2. Playgrounds/School Grounds	**Good**	No apparent problems

SCHOOL FINANCES, 2007–2008

We are required to report financial data from the 2007–2008 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) for the 2007-2008 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-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Unrestricted funds ($/student)	$4,978.00	$5,492.00	9%	$5,495	10%
Restricted funds ($/student)	$479.00	$3,411.00	86%	$3,099	85%
Total ($/student)	$5,457.00	$8,903.00	39%	$8,594	37%

Compensation per Staff with Teaching Credentials

To make comparisons possible across schools and districts of varying sizes, we report our compensation per full-time equivalent (FTE) certificated staff.* A teacher/administrator/pupil services person who works full-time counts as 1.0 FTE. Those who work only half-time count as 0.5 FTE.

CERTIFICATED STAFF*	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Salary ($/certificated staff)	$71,201.00	$68,293.00	4%	$72,020	1%
Benefits ($/certificated staff)	$21,407.00	$21,115.00	1%	$15,548	38%
Total ($/certificated staff)	$92,608.00	$89,408.00	3%	$87,568	4%

* A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as 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	1,098
African American	0%
American Indian or Alaska Native	0%
Asian	5%
Filipino	5%
Hispanic or Latino	6%
Pacific Islander	0%
White (not Hispanic)	84%
Multiple or no response	0%
Socioeconomically disadvantaged	44%
English Learners	11%
Students with disabilities	2%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2008. 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	306
Grade 10	288
Grade 11	262
Grade 12	242

SOURCE: CBEDS, October 2008.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2006–2007	2007–2008	2008–2009
English	28	26	27
History	32	33	34
Math	31	30	31
Science	34	32	31

SOURCE: CBEDS, October 2008.

Average Class Size by Core Course, Detail

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

	2006–2007			2007–2008			2008–2009		
SUBJECT	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	8	21	14	11	20	16	9	26	10
History	1	15	15	2	6	24	0	5	23
Math	4	12	17	3	19	13	2	18	15
Science	0	10	21	3	9	19	3	12	16

SOURCE: CBEDS, October 2008.

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. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

	SCHOOL			DISTRICT
TEACHERS	2006–2007	2007–2008	2008–2009	2008–2009
With Full Credential	42	43	45	1,191
Without Full Credential	1	2	1	40
Teaching out of field	2	4	4	N/A

SOURCE: CBEDS, October 2008, 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 four, five, and all six tests. More information about **physical fitness testing and standards** is available on the CDE Web site.

	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
GRADE LEVEL	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	7%	33%	53%

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.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

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. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test 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	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
English/ language arts	75%	80%	81%	58%	59%	63%	43%	46%	50%
History/social science	61%	68%	73%	48%	52%	57%	33%	36%	41%
Mathematics	41%	50%	47%	57%	58%	60%	40%	43%	46%
Science	61%	74%	75%	52%	62%	64%	38%	46%	50%

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, 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 SUBGROUP	**ENGLISH/ LANGUAGE ARTS 2008–2009**	**HISTORY/ SOCIAL SCIENCE 2008–2009**	**MATHEMATICS 2008–2009**	**SCIENCE 2008–2009**
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	91%	92%	62%	73%
Filipino	98%	90%	64%	93%
Hispanic or Latino	87%	77%	60%	80%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	78%	71%	44%	74%
Boys	82%	80%	53%	81%
Girls	79%	65%	41%	67%
Economically disadvantaged	76%	69%	44%	70%
English Learners	53%	41%	37%	50%
Students with disabilities	61%	60%	33%	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

NAEP: California's 4th and 8th Graders Compared to Students Nationally

Federal education officials want parents to understand how their state's students compare to students nationally. For this purpose, they created the test called the National Assessment of Educational Progress (NAEP). It is sometimes called the Nation's Report Card. Students in grades four, eight, and twelve take this test in nine subject areas. The NAEP test results are not valid for schools or districts. For that reason, you only see results below for students statewide.

Reading and Math Results

This table shows the average NAEP score (scores range from zero to 500) for the state and the nation, and the percentage of California students grouped into each of three achievement levels (Basic, Proficient, and Advanced). We compare our state's fourth and eighth graders with their peers in the U.S. in reading and math.

	AVERAGE SCALE SCORE		PERCENTAGE OF CA STUDENTS AT EACH ACHIEVEMENT LEVEL		
SUBJECT AND GRADE LEVEL	STATE	NATIONAL	BASIC	PROFICIENT	ADVANCED
Reading 2007, Grade 4	209	220	30%	18%	5%
Reading 2007, Grade 8	251	261	41%	20%	2%
Mathematics 2007, Grade 4	232	239	41%	25%	5%
Mathematics 2007, Grade 8	270	282	36%	18%	5%

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

Participation Rates for Students with Disabilities and English Learners

This table shows the percentage of the nation's and California's students with disabilities and English Learners who took the test called the National Assessment of Educational Progress (NAEP).

	STATE PARTICIPATION RATE		NATIONAL PARTICIPATION RATE	
SUBJECT AND GRADE LEVEL	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS
Reading 2007, Grade 4	74%	93%	65%	80%
Reading 2007, Grade 8	78%	92%	66%	77%
Mathematics 2007, Grade 4	79%	96%	84%	94%
Mathematics 2007, Grade 8	85%	96%	78%	92%

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

For further information, you can read what the California Department of Education says about the **differences between the California Standards Tests and the National Assessment of Educational Progress**. The NAEP Web site includes background information for parents about the **Nation's Report Card**. Educators can learn more by going to the **NAEP Web site**.

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. APIs 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 with 100 statistically matched schools that have similar teachers and students.

API RANK	2006–2007	2007–2008	2008–2009
Statewide rank	10	10	10
Similar-schools rank	10	9	10

SOURCE: The API Base Report from August 2009.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: 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
SUBGROUP	2006–2007	2007–2008	2008–2009	2008–2009
All students at the school	+10	+22	+3	873
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)	+16	+28	+1	865
Economically disadvantaged	+38	+31	+3	860
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 2009.

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 650 or growth of at least one point
(d) the graduation rate for the graduating class must be higher than 83.1 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 September 2009.

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	1
Percentage of schools currently in PI	3%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2009.

DISTRICT EXPENDITURES

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 2008–09 data in most cases. Therefore, 2007–08 data are used for report cards prepared during 2009–10."

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 2007–2008			
Total expenses	$225,716,392	N/A	N/A
Expenses per student	$8,270	$8,680	$8,594
FISCAL YEAR 2006–2007			
Total expenses	$208,246,634	N/A	N/A
Expenses per student	$7,548	$8,193	$8,117

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2007–2008

This table reports the salaries of teachers and administrators in our district for the 2007–2008 school year. This table compares our average salaries with 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	$42,451	$42,065
Midrange teacher's salary	$65,170	$67,109
Highest-paid teacher's salary	$88,157	$86,293
Average principal's salary (high school)	$130,504	$122,532
Superintendent's salary	$245,220	$216,356
Percentage of budget for teachers' salaries	43%	39%
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)			
2007–2008	0%	2%	4%
2006–2007	0%	1%	4%
2005–2006	0%	1%	3%
Graduation rate (four-year)			
2007–2008	99%	94%	85%
2006–2007	100%	95%	85%
2005–2006	99%	96%	87%

SOURCE: CBEDS October 2006–2008. District and state averages represent high schools only.

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	80%	75%	67%
Percentage of graduates from class of 2008 who completed all courses required for UC/CSU admission	64%	44%	36%

SOURCE: CBEDS, October 2008, for the class of 2008. District and state averages represent high schools only.

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	2005–2006	2006–2007	2007–2008
Percentage of seniors taking the SAT	62%	67%	64%
Average verbal score	520	510	511
Average math score	569	558	572
Average writing score	537	528	535

SOURCE: Original data from the College Board, for the class of 2008, 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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