# School Accountability Report Card
# Reported for School Year 2009-10
# Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

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

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

## II. About This School

**Contact Information (School Year 2010-11)**
This section provides the school's contact information.

| School | | District | |
|---|---|---|---|
| **School Name** | Anaheim High School | **District Name** | Anaheim Union High School District |
| **Street** | 811 West Lincoln Ave. | **Phone Number** | 714-999-3502 |
| **City, State, Zip** | Anaheim, CA 92805-2402 | **Web Site** | AUHSD.k12.ca.us |
| **Phone Number** | 714-999-3717 | **Superintendent** | Elizabeth Novack, Ed.D. |
| **Principal** | Ben Sanchez | **E-mail Address** | Novack_e@auhsd.us |
| **E-mail Address** | Sanchez_b@auhsd.us | **CDS Code** | 30664313030228 |

**School Description and Mission Statement (School Year 2009-10)**
This section provides information about the school, its programs and its goals.

The mission of Anaheim High School, in preparing students to participate in a changing, global society, is to promote student excellence through self-discipline, self-esteem, and academic achievement. Our students will exhibit these qualities in the classroom, in co-curricular activities and in our community.

**Opportunities for Parental Involvement (School Year 2009-10)**
This section provides information about opportunities for parents to become involved with school activities.

Anaheim High School provides several opportunities for parents to get involved including:
1. PTSA/Comite de los Padres
2. School Site Council
3. Parent Institute For Quality Education
4. Title 1 Parent Advisory
5. Band Boosters
6. Dance Boosters
7. Athletic Boosters

## Student Enrollment by Grade Level (School Year 2009-10)

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

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 947 |
| Grade 10 | 926 |
| Grade 11 | 765 |
| Grade 12 | 698 |
| Total Enrollment | 3,337 |

## Student Enrollment by Group (School Year 2009-10)

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

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|---|---|---|---|
| Black or African American | 1 | White | 3 |
| American Indian or Alaska Native | 0 | Two or More Races | |
| Asian | 1.05 | Socioeconomically Disadvantaged | 84 |
| Filipino | 1 | English Learners | 37 |
| Hispanic or Latino | 93 | Students with Disabilities | 9 |
| Native Hawaiian/Pacific Islander | 0.33 | | |

## Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2007-08 | | | | 2008-09 | | | | 2009-10 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 27.8 | 41 | 44 | 49 | 25.1 | 74 | 45 | 30 | 27.7 | 18 | 65 | 28 |
| Mathematics | 34.1 | 2 | 24 | 70 | 27.0 | 22 | 81 | 15 | 26.1 | 30 | 69 | 14 |
| Science | 33.2 | 1 | 23 | 47 | 35.2 | 2 | 10 | 60 | 32.4 | 4 | 31 | 46 |
| Social Science | 34.2 | 2 | 14 | 40 | 30.3 | 3 | 44 | 22 | 32.0 | 3 | 28 | 36 |

## III. School Climate

### School Safety Plan (School Year 2009-10)

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

School Safety Plans are reviewed and adapted on an annual basis at a workshop conducted by district staff. The School Safety Plan for the school year is discussed with site staff members in the beginning of the Fall Semester. The Safety Plan was last updated in fall of 2010.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|---|---|---|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 1.6 | 23.6 | 19.2 | 6.6 | 16.7 | 12.3 |
| Expulsions | 1.2 | 1.1 | 1.0 | 0.9 | 1.1 | 1.0 |

# IV. School Facilities

## School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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Anaheim High School, established in 1898 is the oldest of nine comprehensive high schools in the Anaheim Union High School District. The current facilities were built in 1935. The 37.2 acre site was modernized in 1994-95. At present there are 122 regular classrooms. There are 27 labs which are designed for specific programs (i.e. computer labs, science labs, choral music room, etc.) The site also includes Cook Auditorium, a cafeteria, a library, a gym and pool facility, and a variety of sports fields.

The most recent site inspection was completed on November 29, 2010.

## School Facility Good Repair Status (School Year 2010-11)

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

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
| --- | --- | --- | --- | --- | --- |
| | Exemplary | Good | Fair | Poor | |
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | [ ] | [X] | [ ] | [ ] | |
| **Interior:**<br>Interior Surfaces | [ ] | [ ] | [ ] | [X] | Several stained and missing ceiling tiles in various areas. Two leaking showers in Boys' Locker Room. Broken wall tiles in Drum Room. Copy Room sink is not working. Wall needs patching and paint in Room 51. Hole in corner of ceiling in Room 58A. Patched area needs paint in Room 3. Plaster needs patching in Mail Room. Plaster needs patching near windows and wall areas in Attendance Office. |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | [ ] | [X] | [ ] | [ ] | |
| **Electrical:**<br>Electrical | [ ] | [ ] | [X] | [ ] | Several lights are out in various Rooms. Two light covers are missing in Kitchen. |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | [ ] | [X] | [ ] | [ ] | Fire alarm cover is broken and several lights are out in Restroom. |
| **Safety:**<br>Fire Safety, Hazardous Materials | [ ] | [X] | [ ] | [ ] | Fire alarm cover is broken in Restroom and in Girls' Locker Room. |
| **Structural:**<br>Structural Damage, Roofs | [ ] | [ ] | [ ] | [X] | Swimming pool and outdoor stadium need major re-construction. |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ] | [ ] | [X] | [ ] | Small hole in window in Room 58. Hole in corner of ceiling in Room 58A. Door knob missing in Room 61. Doors need adjustment in Rooms 105, 111, not closing properly. |
| **Overall Rating** | [ ] | [X] | [ ] | [ ] | |

# V. Teachers

## Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 |
| **With Full Credential** | 116 | 132 | 132 | 1350 |
| **Without Full Credential** | 7 | 6 | 0 | 0 |
| **Teaching Outside Subject Area of Competence** | 0 | 0 | 9 | --- |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

| Indicator | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 0 | 1 | 1 |
| **Total Teacher Misassignments** | 0 | 9 | 1 |
| **Vacant Teacher Positions** | 0 | 0 | 1 |

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|---|---|---|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| **This School** | 100 | 0 |
| **All Schools in District** | 100 | 0 |
| **High-Poverty Schools in District** | 100 | 0 |
| **Low-Poverty Schools in District** | 100 | 0 |

# VI. Support Staff

## Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | 7 | 477 |
| **Counselor (Social/Behavioral or Career Development)** | 0 | --- |
| **Library Media Teacher (Librarian)** | 0.5 | --- |
| **Library Media Services Staff (paraprofessional)** | 1 | --- |
| **Psychologist** | 1 | --- |
| **Social Worker** | 0 | --- |
| **Nurse** | 0.16 | --- |
| **Speech/Language/Hearing Specialist** | 1 | --- |
| **Resource Specialist (non-teaching)** | 0 | --- |
| **Other** | 0 | --- |

# VII. Curriculum and Instructional Materials

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)**
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

This information was collected in October 2009.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|---|---|---|---|
| **Reading/Language Arts** | English textbooks were adopted in 2002/03. There is one textbook available per student. | 0 | Yes |
| **Mathematics** | Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. | 0 | Yes |
| **Science** | Science textbooks were adopted in 2006-07. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2006-07. | 0 | Yes |
| **History-Social Science** | History/Social science textbooks were adopted in 2005-06. There is one textbook available per student. | 0 | Yes |
| **Foreign Language** | Foreign language textbooks were adopted in 2003-04. There is one textbook available per student. | 0 | Yes |
| **Health** | Health textbooks were adopted in 2003-04. There is one textbook available per student. | 0 | Yes |
| **Visual and Performing Arts** | | | Yes |
| **Science Laboratory Equipment (grades 9-12)** | All science labs at Anaheim High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.) course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room. | 0 | Yes |

# VIII. School Finances

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)**
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $9,920 | $4,643 | $5,277 | $78,287 |
| **District** | --- | --- | $5,575 | 80,736 |
| **Percent Difference: School Site and District** | --- | --- | -7.3 | -1.7 |
| **State** | --- | --- | 5,681 | 69,595 |
| **Percent Difference: School Site and State** | --- | --- | 4.6 | 13.3 |

## Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Anaheim High School offers programs and supplemental services in the following areas:

1. Math Tutorials – Title 1
2. Reading/Accelerated Reader – Title 1
3. CAHSEE Remediation Classes after school – CAHSEE Grant
4. Tele Parent Communication Program – Comprehensive School Reform
5. Cal State Fullerton Talent Search – Grant from Cal State Fullerton
6. Plato Math Tutorial Program – Title 1
7. UCLA School Management Program Consulting Agreement - Comprehensive School Reform Grant
8. South Basing Writing Project Consulting Agreement with English Department – Title 1 and Comprehensive School Reform Grant.

## Teacher and Administrative Salaries (Fiscal Year 2008-09)
This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | 47,665 | 43,096 |
| **Mid-Range Teacher Salary** | 86,735 | 70,018 |
| **Highest Teacher Salary** | 99,631 | 89,675 |
| **Average Principal Salary (Elementary)** | 0 | 0 |
| **Average Principal Salary (Middle)** | 124,631 | 122,408 |
| **Average Principal Salary (High)** | 136,824 | 128,615 |
| **Superintendent Salary** | 237,300 | 204,469 |
| **Percent of Budget for Teacher Salaries** | 39.1 | 37.5 |
| **Percent of Budget for Administrative Salaries** | 4 | 5.1 |

# IX. Student Performance

## Standardized Testing and Reporting Program
The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## Standardized Testing and Reporting Results for All Students – Three-Year Comparison
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| **English-Language Arts** | 31 | 36 | 36 | 43 | 48 | 48 | 46 | 50 | 52 |
| **Mathematics** | 13 | 14 | 14 | 30 | 31 | 31 | 43 | 46 | 48 |
| **Science** | 37 | 35 | 35 | 49 | 53 | 53 | 46 | 50 | 54 |
| **History-Social Science** | 34 | 41 | 41 | 38 | 46 | 46 | 36 | 41 | 44 |

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

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|---|---|---|
| | English- Language Arts | Mathematics | Science | History-Social Science |
| **All Students in the LEA** | | | | |
| **All Student at the School** | | | | |
| **Male** | 34 | 16 | 38 | 47 |
| **Female** | 38 | 13 | 33 | 35 |
| **Black or African American** | 50 | 9 | * | 56 |
| **American Indian or Alaska Native** | * | * | | * |
| **Asian** | 70 | 48 | * | 79 |
| **Filipino** | 61 | 22 | * | 81 |
| **Hispanic or Latino** | 35 | 14 | 34 | 40 |
| **Native Hawaiian/Pacific Islander** | * | * | * | * |
| **White** | 44 | 12 | 45 | 52 |
| **Two or More Races** | * | * | * | * |
| **Socioeconomically Disadvantaged** | 36 | 14 | 33 | 40 |
| **English Learners** | 8 | 6 | 12 | 18 |
| **Students with Disabilities** | 4 | 2 | 5 | 13 |
| **Students Receiving Migrant Education Services** | * | * | * | * |

## California High School Exit Examination

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

## California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

| Subject | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| **English-Language Arts** | 39.8 | 35.3 | 35.3 | 52.7 | 49.4 | 49.5 | 52.9 | 52.0 | 54 |
| **Mathematics** | 43.0 | 35.1 | 43 | 53.9 | 53.1 | 52.3 | 51.3 | 53.3 | 53.4 |

## California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

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

| Group | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| **All Students in the LEA** | 50.8 | 20.5 | 28.7 | 48.0 | 32.5 | 19.5 |
| **All Students at the School** | | | | | | |
| **Male** | 69.5 | 16.1 | 14.3 | 54.7 | 34.0 | 11.4 |
| **Female** | 59.5 | 22.0 | 18.5 | 59.6 | 31.4 | 9.0 |
| **Black or African American** | * | * | * | * | * | * |
| **American Indian or Alaska Native** | * | * | * | * | * | * |
| **Asian** | * | * | * | * | * | * |
| **Filipino** | * | * | * | * | * | * |
| **Hispanic or Latino** | 66.3 | 18.8 | 14.9 | 58.4 | 32.2 | 9.4 |
| **Native Hawaiian/Pacific Islander** | * | * | * | * | * | * |
| **White** | 54.8 | 16.1 | 29.0 | 48.4 | 38.7 | 12.9 |
| **Two or More Races** | * | * | * | * | * | * |
| **Socioeconomically Disadvantaged** | 67.2 | 18.8 | 14.0 | 58.8 | 32.1 | 9.0 |
| **English Learners** | 81.3 | 14.6 | 4.1 | 70.1 | 25.5 | 4.4 |
| **Students with Disabilities** | 93.3 | 4.0 | 2.7 | 88.2 | 10.5 | 1.3 |
| **Students Receiving Migrant Education Services** | * | * | * | * | * | * |

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| **9** | Results not available | results not available | Results not available |

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2007 | 2008 | 2009 |
|---|---|---|---|
| **Statewide** | 5 | 4 | 4 |
| **Similar Schools** | 9 | 9 | 9 |

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

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

| Group | Actual API Change | | |
|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 |
| **All Students at the School** | 17 | -7 | 1 |
| **Black or African American** | | | |
| **American Indian or Alaska Native** | | | |
| **Asian** | | | |
| **Filipino** | | | |
| **Hispanic or Latino** | 20 | -8 | 1 |
| **Native Hawaiian/Pacific Islander** | | | |
| **White** | | | |
| **Two or More Races** | | | |
| **Socioeconomically Disadvantaged** | 21 | -4 | -3 |
| **English Learners** | 19 | -8 | -8 |
| **Students with Disabilities** | -13 | 12 | 30 |

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

| Group | 2010 Growth API | | |
|---|---|---|---|
| | School | LEA | State |
| **All Students at the School** | 699 | 748 | 767 |
| **Black or African American** | | 727 | 686 |
| **American Indian or Alaska Native** | | | 728 |
| **Asian** | | 905 | 890 |
| **Filipino** | | 859 | 851 |
| **Hispanic or Latino** | 695 | 698 | 715 |
| **Native Hawaiian/Pacific Islander** | | 746 | 753 |
| **White** | | 805 | 838 |
| **Two or More Races** | | | 808 |
| **Socioeconomically Disadvantaged** | 691 | 706 | 712 |
| **English Learners** | 644 | 681 | 692 |
| **Students with Disabilities** | 480 | 493 | 580 |

## Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

## Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

## Federal Intervention Program (School Year 2010-11)
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | In PI | In PI |
| **First Year of Program Improvement** | 2010-2011 | 2008-2009 |
| **Year in Program Improvement** | Year 1 | Year 3 |
| **Number of Schools Currently in Program Improvement** | --- | 10 |
| **Percent of Schools Currently in Program Improvement** | --- | 47.6 |

# XI. School Completion and Postsecondary Preparation

## Admission Requirements for California's Public Universities

### University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/general.html.

### California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at
http://www.calstate.edu/SAS/admreq.shtml.

### Dropout Rate and Graduation Rate
This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| **Dropout Rate (1-year)** | 1 | 1 | 6 | 2 | 2 | 5 | 5 | 5 | 6 |
| **Graduation Rate** | 98 | 96 | 75 | 94 | 90 | 85 | 81 | 80 | 79 |

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group | Graduating Class of 2010 | | |
|---|---|---|---|
| | School | District | State |
| **All Students** | 82.3 | 82.4 | 94.5 |
| **Black or African American** | 107.7 | 83.2 | 89.7 |
| **American Indian or Alaska Native** | 85.7 | 73.9 | 95.3 |
| **Asian** | 110 | 94.9 | 97.4 |
| **Filipino** | 100 | 92.1 | 98.2 |
| **Hispanic or Latino** | 81 | 77.7 | 91.6 |
| **Native Hawaiian/Pacific Islander** | 100 | 86.9 | 95.2 |
| **White** | 84.2 | 85.3 | 98.1 |
| **Socioeconomically Disadvantaged** | 84.1 | 81.7 | 91.3 |
| **English Learners** | 58.8 | 53.7 | 98.5 |
| **Students with Disabilities** | 67.6 | 51.9 | 53.4 |

## Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Anaheim High School has several current industry pathways to suit the needs and interests of its diverse student body. During the 2009-2010 school year the following career pathways were offered to the Anaheim High School student body: Arts, Media & Entertainment; Building Trades & Construction; Education, Child Development, and Family Services; Engineering and Design; Finance & Business; Health Science & Medical Technology; Information Technology; Manufacturing & Product Develop, Public Services; and Transportation.

## Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

| Measure | CTE Program Participation |
|---|---|
| **Number of pupils participating in CTE** | 1254 |
| **% of pupils completing a CTE program and earning a high school diploma** | 80 |
| **% of CTE courses sequenced/articulated between the school/institutions of postsecondary education** | 100 |

## Courses for University of California and/or California State University Admission (School Year 2009-10)

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

| UC/CSU Course Measure | Percent |
|---|---|
| **Students Enrolled in Courses Required for UC/CSU Admission** | 44.4 |
| **Graduates Who Completed All Courses Required for UC/CSU Admission** | 29.0 |

**Advanced Placement Courses (School Year 2009-10)**

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|---|---|---|
| **Computer Science** | 0 | --- |
| **English** | 2 | --- |
| **Fine and Performing Arts** | 1 | --- |
| **Foreign Language** | 3 | --- |
| **Mathematics** | 1 | --- |
| **Science** | 3 | --- |
| **Social Science** | 3 | --- |
| **All courses** | 13 | 2.9 |

## XII. Instructional Planning and Scheduling

**Professional Development**

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

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Peer Assistance Review (PAR) and Beginning Teacher Support and Assessment (BTSA) programs, district workshops, and professional conferences are opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All district staff members are supported in their efforts to be considered highly qualified under NCLB. The Comprehensive School Grant has given teachers and administrators many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research based instructional strategies are reviewed and implemented.