



North Hills Preparatory School
School Accountability Report Card

School Information
Executive Director Elin Bradley
9433 Sepulveda Blvd.
North Hills, CA
91343
(818) 894-8388
(818) 894-2850
www.northhillsprep.com
E-Mail nhp@northhillsprep.com

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

School Description

North Hills Prep is a WASC (Western Association of Schools and Colleges) accredited non public school that has traditionally admitted bright to highly gifted students who have been failing in the public school sector. These failures are largely due to the students' emotional inability to cope within a public school system or inability to be successful with the more rigorous demands of the private college prep schools. We have contracts with most school districts within a fifty-mile radius, including Los Angeles, Hart, Burbank, Pasadena, South Pasadena, Beverley Hills, Las Virgenes, and Santa Monica. Our students are entitled to special education services as a result of their various disabilities through the Individualized Education Program (IEP) process. Our students have eligibilities of Emotionally Disturbed (ED), Specific Learning Disability (SLD), Autistic, and/or Other Health Impaired (OHI) and were not able to be successful in schools with traditional teaching styles, larger classrooms and a larger student population. In addition to our publicly funded students, 10% of our population consists of privately funded students who require a more creative approach to unlock their individual talents.

North Hills Prep students often experienced difficulties socially and educationally in public school classrooms filled with forty-to-fifty students for one teacher. One aspect that contributes to the success of North Hills Prep is the student-to-teacher ratio in the classroom. NHP has no more than twelve students per classroom, thereby providing an increase in the teachers' abilities to individualize each student's education and to monitor their progress. When students gain confidence in their abilities, they will take more risks in the learning process and success in school naturally follows.

Mission

North Hills Preparatory strives to provide a nurturing environment for Middle and High School students who benefit from small class sizes and flexible schedules. In addition, it provides individualized educational programs and counseling.

Our mission is to provide each student with the environment necessary to achieve the California High School Graduation Requirements and to promote a desire for continuing post high school education. The purpose of this institution is to accomplish our goal whether or not the students are those who have gifted and/or advanced skills, require more of the Individualized Educational Programs, or are able to function within the public school system but at a reduced level of performance.

We believe that it is important to admit students of any race, color, national or ethnic origin, religious belief, or gender or sexual orientation.

GOALS

It is our goal that each student graduate with the social and academic skills to support positive post high school choices.

While we believe that there are valuable post high school alternatives to continuing education at the university level, it is our goal for each student to be prepared to have, as a possibility, a successful university experience.

It is our goal for each graduate to have gained a degree of competency to support appropriate choices during their transitions to independent living.

It is our goal that each student be able to utilize their acquired and accumulated knowledge and experience not only to be involved, contributing members of society, but to be a part of creating positive changes in the world.

OBJECTIVES

North Hills Preparatory serves to:

- Provide a structured learning environment for students in grades 7-12.
- Communicate academic achievement through parent conferences and an evaluative grading system.
- Maintain a highly qualified professional staff
- Maintain a maximum student-to-teacher ratio of 12:1
- Provide counseling services for students
- Provide a comprehensive curriculum to meet the individual needs of students
- Foster wholesome interaction and mutual respect between staff and students
- Plan an instructional program for each student based on diagnostic data, performance, observation, and goals set by students, parents, and staff
- Provide a supportive environment which is conducive to learning and which meets the needs of the total student body
- Promote continuous communication between staff, students, and parents
- Foster understanding and respect for the democratic process
- Develop, in students, a sense of taking care of one's self, school, and community
- Develop and foster problem solving skills

Opportunities for Parent Involvement

North Hills has several avenues for parental involvement. In addition to our semester report cards being sent to parents we have added progress reports every two to three weeks. We also have a website where parents can check homework and email their student's teacher and administrators. Once a semester there is a parent teacher night and we send out a monthly news letter to all parents and stakeholders. Perhaps more significant are our parent forums which we try to hold monthly and where we provide workshops in how to manage disabilities, and outlining various agencies and opportunities for their student.

Demographic Information

Student Enrollment by Grade Level

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	5
Grade 1	0	Ungraded Elementary	
Grade 2	0	Grade 9	17
Grade 3	0	Grade 10	27
Grade 4	0	Grade 11	31
Grade 5	0	Grade 12	35
Grade 6	0	Ungraded Secondary	
Grade 7	1	Total Enrollment	115

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	6%	White (not Hispanic)	70%
American Indian or Alaska Native	0%	Multiple or No Response	
Asian	4%	Socioeconomically Disadvantaged	
Filipino	0%	English Learners	
Hispanic or Latino	19%	Students with Disabilities	90%
Pacific Islander	1%	n/a	n/a

Average Class Size and Class Size Distribution (Grades 1-8)

Grade Level	2004-05			2005-06			2006-07				
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms			
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32
K											
1											
2											
3											
4											
5											
6											
K-3											
3-4											

4-8	5	1			5	1			3	1		
Other												

Average Class Size and Class Size Distribution (Grades 9-12)

Subject	2004-05				2005-06				2006-07			
	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	12	X			12	X			12	X		
Mathematics	10	X			10	X			10	X		
Science	10	X			10	X			10	X		
Social Science	10	X			10	X			10	X		

School Climate

School Safety Plan

North Hills Prep has a comprehensive “School Safe Plan” that is updated annually or as needed. It is reviewed during teacher training week and/or during a new hire training period. The School Safe Plan is on file in the office. Each teacher has a copy of the plan. In addition, each month, NHP conducts a safety meeting with its employees that also includes CAL OSHA requirements.

NHP follows District guidelines for emergency drills. Records are on file at the school.

North Hills Prep has monthly drills during which students practice the procedure for evacuating the school. The prolonged ringing of a bell alarm indicates a fire drill. All students report to designated areas where attendance is taken. In an actual disaster, the school’s faculty remains on campus with students until a family member or person authorized by student’s parent(s) picks up the student.

IN THE EVENT OF AN EARTHQUAKE:

1. No student will be dismissed from school unless a parent (or an individual designated by the parent) comes for him/her.
2. No child will be allowed to leave with another person unless the school has written permission to that effect or that particular person is listed on the student’s emergency card in our files. Parents are urged to keep emergency cards up to date.

3. Tune your radio to KNX 1070 on the AM dial. Information and directions will be given over the radio.

4. The school is prepared to provide for its students during periods of natural disasters or emergencies. First aid supplies, drinking water, flashlights, radios, etc., are stored at the school. All staff hold first aid certificates.

EARTHQUAKE SAFETY PRECAUTIONS:

1. If inside, stay inside:
 - In classrooms or offices, move away from windows, shelves, and objects of furniture that may fall. TAKE COVER under a table, desk, or counter.
 - In the library, immediately move away from windows and bookshelves and take appropriate cover.
2. If outdoors, stay outdoors:
 - On playground or en route to and from school, move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground. Keep looking around to be aware of dangers that may demand movement.
3. Stay under shelter until shaking stops:
 - When it appears safe, the teachers will escort students to the backfield, away from all buildings (the field is approximately 1 acre in size).
 - Over 60% of the windows at North Hills Prep have been replaced with Plexiglas.

FIRST AID

Each classroom is equipped with a first aid kit. First Aid is available in the Behavior Office. Faculty and staff are trained in first aid and CPR.

PRESCRIPTION DRUGS

No prescription drugs are allowed on campus unless a parent turns them in to the Executive Director with a copy of the prescription and written permission for NHP to dispense medication from parent/guardian. If students are in need of taking doctor-prescribed medication during school hours, the Behavior Department will keep the medication in a locked cabinet.

SUDDEN ILLNESS

If a student feels sick during the school day, he/she should go to the Behavior Office. Parents will be called to arrange transportation home. In the event that the parent/guardian is not available, an appropriate emergency contact must be available to pick up the student. An authorized adult must sign out the student in the Front Office if he/she leaves school prior to dismissal. Students who leave school due to illness may not return on the same day for a particular class or for extracurricular activities.

COMMUNICABLE DISEASES

If a student acquires or is exposed to a communicable disease, parents are to notify the school at once. Before a student returns from such an illness, the school is required by law to receive a doctor's statement certifying the student's health.

EMERGENCY CARDS

At the beginning of each school year, Emergency Cards are sent home to each student's parent or guardian. This needs to be filled out and returned. If, at any time during the school year, home, work or emergency phone numbers change, the parent or guardian must inform the Attendance Office or the Magnet Office. This card may save a student's life if he or she is injured; it enables the school personnel to contact someone to give approval for emergency care.

School-Based Behavior Management System

Philosophy

Managing student behavior is part of the job description of every NHP employee. The Behavior Department's role is to oversee the safe and peaceful functioning of the campus, enforce established rules, intervene in disputes between students, dispense medication, administer first aid, evaluate student behavior and write IEP behavioral summaries, goals, behavior support plans, functional analyses, and behavior intervention plans. The Behavior staff supervises students when they are not in the classroom and develops strategies to improve student behavior inside and outside the classroom. The Behavior Department uses the supportive, therapeutic approach when dealing with student behavioral issues rather than punitive measures, unless the student is unable to respond to reasoned problem-solving. Students are encouraged and coached to develop the ability to act in their own best interests. Constructive feedback and praise, incentive plans, conflict resolution and assertiveness training are just a few of the methods used to help students develop independence skills.

North Hills Preparatory School operates under the premise that students are most successful when they feel positive about themselves, their peers, and their teachers and other staff. To accomplish this, NHP provides students with both clear behavioral expectations and space for appropriate self-expression. The goal is not only to help student achieve academically, but also to develop their social-emotional and real-living skills.

All disciplinary action at NHP is done with learning in mind. Punitive measures such as detention have been eliminated and replaced with a problem-solving focus. Misbehavior is explored with students therapeutically. For example, students are encouraged to understand the meaning and purpose of their misbehavior and explore alternative means of handling the situation in the future.

There is close communication between teachers, clinicians, and behavior staff so that information is shared and all are on the same page when working with a student.

Expectations for students are presented clearly. Students sign a form which in detail goes over rules regarding truancy, dress code, and conduct. Rules are also posted in each classroom. By providing these reminders, there is no misunderstanding regarding behavioral expectations.

Students are also encouraged to discuss issues with teachers, clinicians, behavior staff, and other personnel in an effort to solve interpersonal conflict, academic difficulties, and other problems. In all cases, NHP attempts to help student both be and feel successful. The premise is that students who feel positive about school are more likely to attend and thrive in school.

Personnel

Behavior Department personnel include the Dean of Students, who is a licensed Marriage and Family Therapist, and two trained and experienced Behavior Specialists. The Behavior Department regularly communicates with the Clinical Director and clinical staff to discuss student issues.

Documentation

The Behavior Department logs student information on a regular basis. Trips to the Behavior Office, disciplinary action, urinalysis testing and contact with parents are recorded in daily and individual student logs. Data on student behavior is readily available to staff and parents and is used to develop IEP behavior summaries and goals and incentive plans. In addition, the Behavior Department supervises the completion and communication of Special Incident Reports to LAUSD.

Rules and Regulations

Truancy Policy: Unauthorized departure from NHP school grounds constitutes truancy, which will result in disciplinary action and may include suspension and/or contact with local police. Students are considered in attendance once they arrive to school, even if this is before the first bell sounds. Students are to remain on campus while waiting for transportation home. Leaving campus at nutrition, lunch, at the end of school, or at any time during class, is considered in violation of this policy.

Dress Code: NHP recognizes that clothing is a means of self-expression and encourages students to dress comfortably. However, some clothing is not appropriate in the school setting. This includes garments that include provocative social or political statements, depictions of sex or sexuality, gang-affiliated clothing, or clothing with references to drugs or alcohol. Excessive display of skin may cause distraction and compromise the learning environment. The Behavior Department reserves the right to assess inappropriate dress and students are expected to comply with staff requests for clothing changes.

Peer Relations: NHP seeks to provide students with a safe, nurturing environment. Staff is trained and expected to intervene whenever situations escalate to include excessive teasing, verbal insults or physical confrontations. Conflicts between students will be addressed in a problem-solving manner with the further goal of teaching conflict-resolution skills that can be applied in the future.

Physical Violence: Physical attacks on others or school property will result in disciplinary action up to and including suspension.

Harassment: Any type of harassment including sexual, racial, ethnic, religious, or involving sexual orientation will not be tolerated. Students violating this policy will be educated in cultural sensitivity, disciplined if deemed appropriate, and be subject to parent notification and/or conferencing. In repeated or extreme cases, LAUSD will be notified per district guidelines and student may be suspended.

Drug and Alcohol Abuse: North Hills Prep includes in its responsibility that of teaching its students how to handle the difficulties of adolescence and society. NHP has a concern to set standards, explain them, and maintain them. It is absolutely unacceptable to use, sell, or possess drugs, alcohol, or paraphernalia on campus, traveling to or from campus, or at any school function, including school-sponsored trips and occasions when one is representing the school, even during vacation time. This includes attending any school function when one is under the influence of drugs or alcohol. North Hills Prep has a drug testing policy that tries to realistically address campus well being and safety. NHP contracts with a canine detection service which identifies contraband brought onto campus. Violating NHP rules on drugs and alcohol will result in immediate suspension, police involvement, and can result in a recommendation for a more restrictive school environment.

Displays of Affection: NHP allows appropriate affectionate behavior including handholding, side-to-side hugging, brief face-to-face hugging, and respectful salutations. Behavior not allowed includes lap-sitting, prolonged kissing, straddling, or other provocative sexual expression. Students are expected to respond to staff prompting if a behavior is deemed inappropriate.

Language: Excessive profanity, sexually-explicit language, or verbal harassment of another will not be tolerated, and discipline up to and including suspension may be employed to correct inappropriate verbalizing.

Tardiness and Time Out of Class: Students are expected to arrive to class on time and remain in class for the entire period. A warning bell sounds 3 minutes before the beginning of each period. Students who are late to class are expected to comply with staff prompting. Students who are asked to leave class by a teacher or who leave voluntarily are expected to report to the Behavior Office. Efforts are made by the Behavior staff to problem-solve student issues with them and encourage students to return to class (with teacher approval). Excessive tardiness or time out of class will result in constructive problem-solving or, if needed, disciplinary action.

Cell Phone and Electronic Devices: After careful consideration and student feedback, the administration has reconsidered the policy on students using cell phones on campus. The following guidelines are to be followed in regards to cell phones and electronic devices on campus.

- Students may not use cell phones or pagers in the classroom or during designated class time.
- Students may use cell phones during nutrition and lunch only
- Students may not video tape any other students or staff without written consent from the student and their parents and without written consent from the staff.
- Any infractions may result in the confiscation of the device for the remainder of the day.

Gambling and the Exchange of Money: For the security of all our students, carrying and exchanging of currency on campus is strongly discouraged. The selling of any items for any reason is not permitted. (Students wishing to sell items for a charitable purpose must apply through the Leadership Class in order to do so.) Gambling is prohibited.

Violations of Law: While efforts are made by the Behavior staff to solve minor infractions on-campus, vandalism, assault (including verbal threats), and theft are violations of the law and may be reported to local police. Reasonable suspicion of alcohol or drug use will result in disciplinary measures. Possession of illegal drugs will immediately be reported to law enforcement.

SUSPENSION

There are instances where student behavior interferes with the learning process. When this occurs the student will be removed from the community and sent to the behavior office to complete their class work. Teachers have the option of requesting a re-admittance meeting requiring a face to face meeting between the student, the teacher, and a moderator (behavioral specialist/clinical staff/administrator) before the student is allowed to reenter the classroom. Prior to suspension, other alternatives such as on-site remedial measures that take into consideration the needs of the student are employed. Education Codes 48900 and 48915 outline the reasons and conditions under which the administration may suspend a student. Specific information on these conditions may be obtained from the in-take packet received upon enrollment in North Hills Prep.

Suspensions and Expulsions

Rate	School		
	2004-05	2005-06	2006-07
Suspensions	110	98.3	117
Expulsions	0	0	0

School Facilities

North Hills Prep’s physical plant leaves a lot to be desired. It is safe, well maintained, and functional, but could use a bit of cosmetic uplifting. The asphalt needs re-paving and the carpets need replacing. We need additional storage. During the summer of 2007, NHP

has applied for and has been accepted as a 501c(3) non-profit organization. Once the status is completely official, NHP will fundraise to upgrade its facilities.

School Facilities Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Teacher Credentials

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	4	6	7	
Without Full Credential	10	12	11	
Teaching Outside Subject Area of Competence	10	12	11	n/a

Substitute Teachers

To ensure student success, North Hills Prep draws from a pool of former NHP teachers who maintain communication with the school and are still a part of the school community. All substitute teachers have passed the CBEST. In addition, current NHP teachers provide coverage on their planning periods should substitutes not be available. This system ensures familiarity and continuity for our students with less disruption to the education process.

Designated Instructional Services and Other Support Staff

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	5	n/a
Social Worker	0	n/a
Nurse	1	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	1	n/a
Other	0	n/a

Teacher Misassignments

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Teacher Evaluation

The teacher evaluation process involves collaboration between the teachers and the Dean of Faculty. Teachers are given self-evaluations twice a year and are used in conjunction with evaluations based on classroom observations by the supervisor. Together they are used to develop an overall evaluation of staff performance and as an opportunity to discuss areas of strength and areas in need of improvement.

In addition to the formal evaluation process, teachers participate in professional development and teacher meetings. These provide the teaching staff with opportunities for support, growth, and collaboration.

CURRICULUM PHILOSOPHY

North Hills Prep School provides a curriculum that meets the various needs of its diverse population. NHP individualizes its education plans taking into account the attention and skills necessary for students with learning disabilities, emotional disturbance, and other disabilities. NHP prides itself upon providing a diverse and unique education experience for our student population. When creating courses the Director of Education and the teachers use state frameworks and standards, parental and student input, Individualized Education Plans, dual enrollment, vocational education, and job placement programs to prepare students with life and socialization skills.

To meet the challenge of engaging students with exceptional needs, the teachers have developed curriculum based upon kinesthetic learning, intrigue and commitment, scaffolding and motivation, and cognitive escalation. The teacher is responsible for making the concepts relevant and interesting to students. Teachers utilize methods of differentiated instruction and scaffolding to deliver the content standards in the classroom. Staff developments have been provided to continue the development of teachers' instructional skills and behavior management programs.

In dealing with diverse students it is critical to present concepts simultaneously in as many modalities as possible. While instructing the same concept or covering the same material, teachers at NHP provide auditory (lecture, video), visual (demos, video, overheads, maps), written assignments (lecture, video), written assignments (lecture notes, questions, data, drawings/paintings, creative stories), and kinesthetic presentations (labs, manipulatives). These provide the students with various vehicles to achieve an understanding of the concepts.

All courses are based on the California standards, LAUSD guidelines for instruction, and take into consideration the University of California and California State University a-g requirements. It is futile to try to build upon a shaky or non-existent foundation. Therefore, NHP staff members begin instruction at the level of students' understanding with the goal of finding each student's instructional level and help them reach higher levels of achievement. Frustration and shutting down often occur when students' confidence is not nurtured and basic skills are not reinforced. High levels of effort can only be demanded when teachers can motivate and contemporize material for students. NHP students leave classes with an understanding that knowledge is power. Students are provided with the tools to seek out information and to make reasoned and responsible decisions. Thus, students are encouraged to use basic facts to comprehend processes to which they can apply concepts. By taking those concepts and analyzing events, students can then synthesize concepts in other disciplines and have a basis to evaluate life experiences.

In today's society and workplace individuals must be efficient, literate, and be able to solve problems in order to be successful in life. NHP seeks to promote academic growth for our students in four ways: complex thinking; effective communication; community contribution; and quality production. NHP staff members communicate grading policies, acceptable behavior, graduation requirements, and convey the importance of the school's ESLRs.

ACCESS TO CURRICULUM

Because NHP students possess a variety of difficulties, the school provides a support network that incorporates the IEP goals, input from family, and the various departments on the NHP campus. The teaching staff at NHP works closely with the Behavior Department and the Clinical Department to develop behavioral, therapeutic, and educational plans that are relevant and appropriate for our students.

In order to access the curriculum, students require accommodations and modifications in the classroom and at home. Accommodations include, but are not limited to, extended time on tests and assignments, break down assignments into smaller portions, oral exams, test variations, note taker or notes provided, dictation, colored overlays, preferential seating, and alternative books with similar concept at student's instructional level, summaries, and textbooks at home. Modifications include, but are not limited to, use of calculator, shortened assignments, alternatives for written assignments, provide fewer problems for math.

Students are also provided with Assistive Technology whenever necessary. Technology available at North Hills Prep School includes laptops, AlphaSmarts, tape recorders, spell checks, dictionaries, computer software, and calculators. Computers are available in all of our classrooms and one additional computer lab on campus. There are three programs designed for enhancing student writing (Dragon Speak, Dragon Dictate, and Inspiration) on computers. In addition, Co-writer software is available in one classroom.

RESEARCH-BASED LITERACY INTERVENTION READING PROGRAM

In recognition of the need to address the progress of struggling readers on our campus, North Hills Prep has invested in Sopris West's **Language!** and Scholastic's **READ 180** programs. After looking at several state and district approved programs, North Hills Prep's literacy team felt that **READ 180** would be the best program to implement with our students with the **Language!** program providing support.

With a growing population of struggling readers in special education programs, the need for an effective and research-based solution is critical. **Language!** and **READ 180** meet the needs of students with disabilities and offers them the potential to succeed.

Software for Instructional Reading

READ 180 Software provides intensive, individualized instruction that addresses students' unique reading problems.

Teacher-Directed Instruction

Easy-to-use materials provide explicit instruction in reading comprehension, vocabulary, word study, and writing strategies.

Audiobooks for Modeled Reading

Audiobooks offer struggling readers the opportunity to develop good reading skills and habits while enjoying authentic grade-level literature.

Paperbacks for Independent Reading

Age-appropriate, relevant books students can read with success. Each is leveled, allowing students to read confidently according to their own abilities.

Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Subject	2007
English-Language Arts	18.9
Mathematics	4.3
Science	20.8
History-Social Science	0

California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards
5	NA
7	NA
9	66.7

Graduation and Dropout Rate

Indicator	School	
	2003-04	2004-05
Dropout Rate (1-year)		
Graduation Rate	93%	100%

Completion of High School Graduation Requirements

Group	Graduating Class of 2007
	School
All Students	35
African American	4
American Indian or Alaska Native	0
Asian	1

Filipino	0
Hispanic or Latino	9
Pacific Islander	1
White (not Hispanic)	20
Socioeconomically Disadvantaged	0
English Learners	1
Students with Disabilities	33

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

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	28.5%

Advanced Placement Courses

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	1	n/a
Fine and Performing Arts	0	n/a
Foreign Language	0	n/a
Mathematics	1	2%
Science	1	3%
Social Science	0	n/a
All courses	2	n/a

SAT Reasoning Test

Indicator	2007
Percent of Grade 12 Students Taking the Test	17%
Average Verbal Score	580
Average Math Score	553
Average Writing Score	513

Instructional Minutes

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000

1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7	57,240	54,000
8	57,240	54,000
9	57,240	64,800
10	57,240	64,800
11	57,240	64,800
12	57,240	64,800

Continuation School Instructional Days

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

There were ten shortened instructional days in the 2006-2007 school year. All of those days were used for staff/professional development purposes.

Professional staff development activity: Assessment Procedures on 09/29/2006

Professional staff development activity: Accommodations and Modifications on 10/20/2006

Professional staff development activity: Avoiding Burnout & Progress Reporting on 11/09/2006

Professional staff development activity: Department Team Building on 12/20/2006

Professional staff development activity: CAHSEE and STAR Testing on 02/16/2007

Professional staff development activity: Classroom Management on 03/23/2007

Professional staff development activity: Disabilities in the Classroom on 04/13/2007

Professional staff development activity: **Differentiated Instruction** on
05/04/2007

Professional staff development activity: **Transitioning our Students** on
05/25/2007

Professional staff development activity: **Self-Study (Year End Review)** on
06/12/2007