

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	Albany High School	District Name	Albany Unified
Street	603 Key Route Blvd.	Phone Number	(510) 558-3750
City, State, Zip	Albany, CA 94706	Web Site	www.ausdk12.org
Phone Number	(510) 558-2500	Superintendent	Marla Stephenson
Principal	Ted Barone	E-mail Address	lhornada@ausdk12.org
E-mail Address	tbarone@ausdk12.org	CDS Code	0130450

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

The mission of Albany High School is to provide an environment challenging to our students and to educate them to become happy, productive, and responsible citizens of a diverse society. We expect our graduates to be: complex thinkers with the skill to solve problems in a variety of contexts; individuals academically prepared for college and other post-secondary educational opportunities; effective communicators in a variety of formats and cultural contexts; self-directed learners with diverse experiences and perspectives that help guide them to healthy and productive lives. Albany High School was established in 1934. Like the city of Albany, AHS is extremely diverse for a relatively small school. The school's population is composed of approximately 36% White, 40% Asian/Pacific Islander, 8% African-American, 14% Latino. Five percent of the students are non-English speaking or limited English speaking. 22% of the students were admitted by permit from other school districts, primarily from the cities of Berkeley, Oakland, and Richmond. Out of our 2010 graduating class, 97% were planning to attend college, 59% at four-year colleges and 38% at community colleges. The dropout rate is less than 1%. Albany High School offers seven periods of instruction and two semesters per year. It is on a modified block schedule with all classes meeting on Monday for 52 minutes, odd periods meeting on Tuesday and Thursday, and even periods meeting on Wednesday and Friday. Block schedule periods are 95 minutes long. We have two 40-minute Advisory periods per week. We offer advanced placement, honors, and

advanced courses throughout each subject area. We have extensive fine arts and ROP programs. We also offer four levels of English Language Development classes and a variety of sheltered content classes as needed by our English Language Learners. The teaching faculty includes 51 full-time and 11 part-time classroom teachers. The pupil-teacher ratio is 31 to 1. There are three administrators, four guidance counselors, a part-time career counselor, a part-time mental health coordinator, and a part-time school psychologist.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Albany High School parents have the opportunity to sit on a variety of leadership and support committees. The Albany High School Parent, Teacher, Student Association (PTSA) is the largest support organization. PTSA meetings focus on program issues and student needs. The PTSA has a "Minigrant" program that funds small one-time student and school site needs. The group includes student participation in a unique format. Each parent officer in the PTSA mentors a student officer. Students do not participate as just school representatives, but rather as partners in running the meetings and setting goals. The School Site Council is a decision-making body that includes the Principal, teachers, classified staff, parents, and student representatives. It meets monthly to review the school's programs, write an annual report to the School Board and recommend ways to spend the school site funds. Recommendations for these funds are based on programmatic need based on the WASC Action Plan, student achievement data, and on the annual Needs Assessment survey given to all staff, parents and student of AHS in the spring. The Instructional Improvement Council reviews the instructional program, considers new course proposals, and consults with the administration regarding staff development. The Athletic Advisory Council provides oversight of the interscholastic sports program and its budget. Athletic Boosters provides support for athletic programs through fundraising activities.

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	342
Grade 10	337
Grade 11	284
Grade 12	317
Total Enrollment	1,282

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	9	White	36
American Indian or Alaska Native	1	Two or More Races	3.9
Asian	37	Socioeconomically Disadvantaged	10
Filipino	1	English Learners	12
Hispanic or Latino	12.3	Students with Disabilities	9
Native Hawaiian/Pacific Islander	0.47		

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	23.8	23	28	2	23.3	29	30	0	**	**	**	**
Mathematics	26.3	7	28	7	27.4	10	29	8	**	**	**	**
Science	28.5	3	31	2	28.2	2	31	5	**	**	**	**
Social Science	28.3	4	43	2	29.4	3	26	9	**	**	**	**

III. School Climate

School Safety Plan (School Year 2009-10)

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

We secure our campus perimeter from criminal activity by having site administrators patrol the campus. AHS has a part-time security aide to assist in the afternoon. The campus is closed to outsiders, and access signs are displayed prominently at entry points. Albany High School currently has cameras in all of the main parts of the buildings to help prevent crime on campus. Physical conditions that could lead to accidental harm are reported and corrected promptly by site administration, custodial, and maintenance teams. School grounds are kept clean at all times. Graffiti is painted over in a timely manner and repairs are made as necessary. School buildings and classrooms are well maintained and attractive, and are free of physical hazards. Classrooms have adequate space for the student-teacher ratio and are conducive to learning. Standard incident-reporting procedures are in place. Valuables and equipment are inventoried properly, engraved for identification, and stored securely. Parents and volunteers are recruited and trained as monitors for student activities. The community uses the school during off-hours. The school and community collaborate on crime prevention efforts. The crisis response plan identifies procedures to follow during (1) human emergencies, such as death of a student, suicide pacts, intruders, etc, and (2) natural emergencies, such as fires, earthquakes, and other natural disasters. Police and fire representatives participate in safety reviews of the campus, and will assist staff to respond effectively to school security and safety. Fire drills, earthquake drills, and lockdown drills are conducted regularly throughout the year.

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	3.5	14.8	7.3	4.6	9.8	6.0
Expulsions	0.0	0.0	0.2	0.0	0.0	0.1

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.

Albany High School opened a new main building eight years ago. The main building houses most academic classrooms, computer labs, and a new gymnasium. The art building houses a multipurpose room, a small theater, and art and music classrooms. District and site custodial and maintenance personnel maintain a clean and functional facility. During the Summer of 2009, the swimming pool was demolished to make way for a new aquatic complex. The aquatic facility construction begin in the fall of 2010 and is expected be completed in September of 2011.

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: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	Corrected a leaking sewer system
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External:	[]	[X]	[]	[]	

Playground/School Grounds, Windows/ Doors/Gates/Fences					
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	58	61	62	184
Without Full Credential	7	5	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

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	5	5	3
Total Teacher Misassignments	5	5	3
Vacant Teacher Positions	0	0	0

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	99.0	1.0
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98.6	1.4

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	3.8	337.3
Counselor (Social/Behavioral or Career Development)	0.6	---
Library Media Teacher (Librarian)	1.0	---

Library Media Services Staff (paraprofessional)	n/a	---
Psychologist	0.6	---
Social Worker	n/a	---
Nurse	n/a	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	n/a	---
Other	4.0	---

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.

The math, science, social science, and foreign language departments all use standards aligned textbooks as well as subject-specific supplemental materials. The English department uses individual novels, short stories, poems, plays, and essays.

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	Albany High School offers English courses grade 9 through 12. In the 12th grade students have the opportunity to take English electives which include Film as Literature, Advanced Composition and Non-Fiction, Poetry, World Literature, and Mythology. Beginning in the year 08-09, all seniors take one semester of Senior Composition. We offer honors English, AP English, 4 levels of ELD courses, and ROP courses in yearbook, journalism, and advanced journalism. The English department uses a variety of resources, textbooks, and supplemental materials to support the curriculum.	0	Yes
Mathematics	The Math Department offers Pre-Algebra, Algebra I and II, Integrated Math I and II, Geometry, Pre-Calculus, Pre-Calculus Honors, Calculus, AP Calculus AB and BC, and AP Statistics. The math department uses a variety of resources, textbooks, and supplemental materials to support the curriculum.	0	Yes
Science	The Science Department offers Biology, AP Biology, Chemistry, AP Chemistry, Earth Space Science, Physics, AP Physics, Anatomy/Physiology, AP Environmental Science, and ROP Sports Medicine. The science department uses a variety of resources, textbooks, and supplemental materials to support the curriculum.	0	Yes
History-Social Science	The Social Science Department offers US Government, Economics, World History, World Problems, Psychology, AP Art History, and AP Comparative Government/World Religions. The social science department uses a variety of resources, textbooks, and supplemental materials to support the	0	Yes

	curriculum.		
Foreign Language	The Foreign Language Department offers Spanish I through IV, AP Spanish, French I through IV, AP French, Spanish for Native Speakers, and Mandarin I, II and III. The foreign language department uses a variety of resources, textbooks, and supplemental materials to support the curriculum.	0	Yes
Health	All incoming freshman are required to take the Identity, Health and Society course. The IHS courses employ a variety of resources, textbooks, and supplemental materials to support the curriculum.	0	Yes
Visual and Performing Arts	The VAPA department offers courses in instrumental music, choir, basic art, advanced art, ceramics, culinary arts, and dance.	0	Yes
Science Laboratory Equipment (grades 9-12)	We have classroom labs for all science courses.	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	\$6,436	\$2,313	\$4,123	\$59,150
District	---	---	\$5,443	\$64,092
Percent Difference: School Site and District	---	---	-21.04%	-5.78%
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	-22.02%	-7.71%

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.

In addition to regular teaching and support services (clerical, custodian, and maintenance), many services are funded at Albany High School such as special education programs, psychological and counseling services, programs for English Language Learners, library services, student leadership and support, and tutoring services.

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	\$42,779	\$38,970
Mid-Range Teacher Salary	\$62,305	\$59,776
Highest Teacher Salary	\$83,985	\$78,072
Average Principal Salary (Elementary)	\$116,316	\$94,605

Average Principal Salary (Middle)	\$125,566	\$98,480
Average Principal Salary (High)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Percent of Budget for Teacher Salaries	28.4	38.8
Percent of Budget for Administrative Salaries	4.5	6.0

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/tq/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	67	70	70	71	75	75	46	50	52
Mathematics	59	64	64	70	75	75	43	46	48
Science	60	66	66	70	74	74	46	50	54
History-Social Science	48	61	61	51	60	60	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	74	71	72	62
All Student at the School	70	64	66	61
Male	66	61	59	62
Female	75	67	73	60
Black or African American	44	36	37	33
American Indian or Alaska Native	*	*	*	*
Asian	74	76	68	63
Filipino	62	46	*	*
Hispanic or Latino	44	43	50	39
Native Hawaiian/Pacific Islander	*	*	*	*
White	86	70	79	75

Two or More Races	62	48	*	58
Socioeconomically Disadvantaged	23	40	*	8
English Learners	27	47	25	19
Students with Disabilities	40	36	34	36
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	90	93	94	89	92	94	52.9	52.0	54
Mathematics	93	94	95	92	93	95	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	6	94		5	95	
All Students at the School	6	94		4	96	
Male	8	92		5	95	
Female	4	96		4	96	
Black or African American	14	86		14	86	
American Indian or Alaska Native	*	*		*	*	
Asian	4	96		2	98	
Filipino	*	*		*	*	
Hispanic or Latino	13	87		11	89	
Native Hawaiian/Pacific Islander	*	*		*	*	
White	2	98		2	98	
Two or More Races	*	*		*	*	
Socioeconomically Disadvantaged	15	85		11	89	
English Learners	22	78		6	94	
Students with Disabilities	12	88		23	77	
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.*

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	**	**	**

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	10	9	9
Similar Schools	7	5	1

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	-12	-14	14
Black or African American			
American Indian or Alaska Native			
Asian	-15	-10	25
Filipino			
Hispanic or Latino	-36	-18	36
Native Hawaiian/Pacific Islander			
White	-1	-4	1
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			57
Students with Disabilities			

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	820	871	767
Black or African American		726	686
American Indian or Alaska Native			728
Asian	860	906	890
Filipino			851
Hispanic or Latino	700	781	715

Native Hawaiian/Pacific Islander			753
White	872	894	838
Two or More Races			808
Socioeconomically Disadvantaged		784	712
English Learners	692	830	692
Students with Disabilities		650	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	Yes	No
Percent Proficient: Mathematics	Yes	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		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

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)	2	0	3	2	1	4	5	5	6
Graduation Rate	96	92	88	94	91	86	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	96.8	n/a	94.5
Black or African American	99.6	n/a	89.7
American Indian or Alaska Native	*	n/a	95.3
Asian	92.4	n/a	97.4
Filipino	*	n/a	98.2
Hispanic or Latino	84.3	n/a	91.6
Native Hawaiian/Pacific Islander	*	n/a	95.2
White	94.7	n/a	98.1
Socioeconomically Disadvantaged	*	n/a	91.3
English Learners	91.4	n/a	98.5
Students with Disabilities	86.6	n/a	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.

Albany High School currently offers ROP programming in the following courses:

- Photography and Advanced Photography
- Communications/Graphic Arts
- Journalism and Advanced Journalism
- Video Production
- Sports Medicine
- Culinary Arts

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	420
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	0%

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	71.7
Graduates Who Completed All Courses Required for UC/CSU Admission	67

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	1	---
English	1	---
Fine and Performing Arts	1	---
Foreign Language	2	---
Mathematics	2	---
Science	3	---
Social Science	1	---
All courses	12	22.4%

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 are given three full days of school-wide professional development each year. Regular departmental, faculty, and professional learning community meetings are scheduled on a weekly basis.