



ALAMEDA HIGH SCHOOL

2201 Encinal Ave, Alameda, CA 94501 • (510) 337-7022

Mike Janvier, Principal

School Accountability Report Card

Principal's Message

Welcome to Alameda High School (AHS), home of the Hornets! We are a comprehensive public high school that services over 1,900 students. We are a diverse learning community that fosters creative thinking and varying perspectives. AHS has a strong Advanced Placement (AP) program with a 79% pass rate on this year's nationally normed AP exams.

Connections at AHS are important and our students have access to 20 sports programs and in excess of 50 clubs. In addition, we have outstanding drama and music programs that together, produce professional quality productions such as this year's "Beauty and the Beast".

Alameda High School is located in the island community of Alameda at the foot of San Francisco Bay. This year, AHS was rated by Newsweek and World Report in the top 3% of public high schools in the nation. As a community, we are proud of our students, their work ethic, and ongoing accomplishments.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Alameda High at 510-337-7022.

School Profile

Alameda High is one of two comprehensive high schools in the Alameda City Unified. Curriculum is focused on the content standards adopted by the California State Board of Education. The school supports cultural awareness on a daily basis through its diverse literature selections, clubs, athletics, drama, and music programs, as well as learning strategies embedded in classrooms. During the 2006/07 school year, 1,916 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	7.0%
American Indian	0.3%
Asian	43.8%
Caucasian	30.2%
Filipino	6.5%
Hispanic	10.8%
Pacific Islander	1.1%
Multiple or No Response	0.3%

Mission Statement

We envision a learning community which promotes intellectual growth and encourages social responsibility. We commit ourselves to creating a place wherein all learners can demonstrate positive work habits and attitudes, think critically, and acquire knowledge and skills necessary to be effective citizens.

Parent Involvement

Alameda High greatly benefits from its parents who support activities, volunteer in the media center, provide financial support through PTSA, and participate in maintaining our campus. The school has a strong base of parent volunteers who raise money, collaborate with staff and administration in providing direction for our school, and contribute both time and resources towards modernizing our facilities. Parents are also welcome to join PTSA, School Site Council, English Learner Advisory Committee, Athletic Boosters, Music Boosters, Black Student Union and Grad Night committees. The school also benefits from several community partnerships, including Alameda Education Foundation and local fraternal organizations such as Elks, Rotary and Kiwanis Clubs. The school also sponsors Campus Beautification, after-school study programs, and community service programs for fulfilling graduation requirements.

Discipline & Climate for Learning

Students at Alameda High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Alameda High's discipline program is to maintain a positive school learning environment and maximize quality instructional time. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook, faculty communication, and other appropriate resources which are sent home at the beginning of the school year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	164	174	310	884	936	1348
Suspension Rate	8.86%	9.28%	16.18%	8.47%	9.17%	13.16%
Expulsions	7	6	6	15	22	13
Expulsion Rate	0.38%	0.32%	0.31%	0.14%	0.22%	0.13%

Extracurricular activities include over 50 clubs as well as an outstanding visual and performing arts program. The school's comprehensive athletic program promotes individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements through student appreciation activities and awards, junior & senior awards assemblies, and the Hornet Hall of Fame.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
9th	499	490	487
10th	489	537	492
11th	446	451	517
12th	416	396	420

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment. During the 2006-07 school year Alameda High School had a 20/1 student to teacher ratio in all 9th grade English and math classes.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	24	23	25	41	44	35	24	29	32	17	13	17
Mathematics	24	25	25	37	32	30	14	20	26	20	19	16
Science	31	31	30	2	2	4	20	24	30	20	18	15
Social Science	29	29	29	7	8	6	23	27	30	19	17	17

Safe School Plan

Safety of students and staff is a primary concern of Alameda High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated in June, 2007 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held at least once a year. Students are supervised before and after school, and during lunch, by certificated staff, classified staff, vice-principals and the principal. There is a designated area for student drop off and pick up. Visitors check in at the main office and are issued a visitor pass.

School Facilities

Alameda High was originally constructed in 1977 and is comprised of 72 classrooms, 2 gyms, 1 multipurpose room/cafe/tertia, 1 library, 1 staff lounge, 4 computer labs, and 1 playing field. Recent remodeling included restroom renovation, HVAC system upgrade and utilities upgrade.

Cleaning Process: The principal works daily with the custodial staff of 8 (7 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2007/08 school year the district allocated \$445,172 for deferred maintenance program. This represents .5% of the district's general fund budget.

School Facility Conditions

Date of Last Inspection: 01/22/2008

Overall Summary of School Facility Conditions: Fair

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems			X	Main Floor Health - HVAC systems during the time of inspection were just coming on line, many did not work; all have been tested since and do work; still missing defusers in several areas. IAQ testing has been performed, duct cleaning is complete, and the HV systems are fully functional as of 5/08.
Windows/Doors/ Gates/Fences (Interior and Exterior)		X		
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	Main Floor Health - There is at least one full pallet of damaged ceiling panels that need to be replaced. This condition is in all areas at every level. The score in this one section is a zero as a result. MOF is scheduled to restore all missing or damaged tiles in the summer 08. Work is scheduled for August 2008. Level Two Main Building - Lab tables need to be replaced. RFP on replacement has been issued for summer 08 replacement - funds permitting.
Hazardous Materials (Interior and Exterior)			X	Main Floor Media Center - 200 to 300 old used T-8 Tubes in boxes and garbage cans dumped in a public area. Construction debris left by contractor. Scaffolding left out in public area. T-8 removed and recycled 4/08 - all other construction related concerns were corrected 5/08.
Structural Damage		X		
Fire Safety	X			
Electrical (Interior and Exterior)			X	Main Floor Media Center - Unfinished work - All electrical work has been completed as of 5/08.
Pest/Vermin Infestation			X	
Drinking Fountains (Inside and Outside)		X		
Restrooms	X			
Sewer		X		
Roofs (observed from the ground, inside/ outside the building)		X		
Playground/School Grounds	X			
Overall Cleanliness	X			

Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Alameda High had 89 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			District 06-07
	School 04-05	School 05-06	School 06-07	
Fully Credentialed	82	87	87	546
Without Full Credentials	4	4	3	19
Working Outside Subject	6	4	4	38

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006/07 school year, the most current data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	27	4	14
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	27	6	14
Vacant Teacher Positions	1	1	1

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.00%	2.00%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	96.30%	3.70%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past four years. Topics for staff development during the 2006/07 school year included:

- Math Collaboration grades 6-12
- Departmental Collaboration grades 9-12
- Strategic Instruction Model grades 6-12



Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Counseling & Support Staff

It is the goal of Alameda High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:428. The table lists the support service personnel available at Alameda High.

	Number of Staff	Full Time Equivalent
Counselor	5	4.50

Curriculum Development

All curriculum development in the Alameda City Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction/Assessment Coordinator, to align with the state standards, district goals, and the statewide assessment program. During the 2006/07, changes to the curriculum included:

- Adoption of new Social Studies program textbooks for Modern World History, AP European History, and US History.
- Adoption of new French program textbooks for French 4 and 5
- Adoption of new Holt Earth Sciences textbook for grade 9.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

	School	District	State
All Students	94.8%	82.1%	**
Socioeconomically Disadvantaged	73.8%	60.8%	**
African American	78.6%	67.2%	**
Asian	97.1%	92.7%	**
Filipino	*	81.5%	**
Hispanic	88.6%	66.0%	**
Caucasian	96.7%	85.4%	**
English Learners	81.7%	60.9%	**
Students with Disabilities	65.9%	61.0%	**

** Statewide data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Subject								
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	69.0	59.4	49.0	72.2	66.1	51.1	65.2	59.7	48.6
Mathematics	63.5	54.7	45.2	71.0	63.0	46.8	69.0	59.1	49.9

CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	34.8	21.2	44.0	31.0	38.0	31.0
Males	43.5	23.2	33.3	32.9	38.6	28.5
Females	24.6	19.0	56.4	28.7	37.3	34.0
African American	53.8	23.1	23.1	60.7	21.4	17.9
Asian	26.8	21.6	51.5	16.6	35.2	48.2
Filipino	30.0	43.3	26.7	27.6	58.6	13.8
Hispanic	66.7	17.6	15.7	68.6	23.5	7.8
Caucasian	30.9	16.8	52.3	31.3	44.7	24.0
English Learners	61.3	23.7	15.1	44.1	35.5	20.4
Socioeconomically Disadvantaged	48.4	32.3	19.4	40.4	39.4	20.2
Students with Disabilities	91.9	2.7	5.4	86.8	10.5	2.6

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. The Alameda High offers a college admission test preparation course. The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students.

Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.



Percentage of Students in Healthy Fitness Zone 2006-07 Test Results

9th Grade	
School	
School Overall	41.6%
School (Boys)	44.1%
School (Girls)	38.5%
District	
District Overall	35.6%
District (Boys)	38.0%
District (Girls)	33.0%
State	
State Overall	29.3%
State (Boys)	30.1%
State (Girls)	28.4%

Physical Fitness

In the spring of each year, Alameda High is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

SAT I Test Results

	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	416	72.6%	505	555	0
05-06	396	66.2%	514	568	522
06-07	420	69.8%	513	560	516
District					
04-05	838	0.53%	481	525	0
05-06	842	0.54%	483	528	490
06-07	872	0.54%	493	533	493
State					
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496
06-07	441,198	36.9%	493	513	492

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science								
	9			10			11			10			11					
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07			
All Students																		
School	66	65	66	57	64	57	57	58	63	54	55	51	65	60	57			
District	58	59	60	47	56	49	49	48	53	45	50	42	54	46	48			
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35			
Males																		
School	58	58	64	47	58	49	51	55	59	53	57	48	61	58	59			
District	51	54	57	39	54	43	41	45	51	47	53	43	48	46	49			
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37			
Females																		
School	72	73	70	68	69	64	63	62	65	56	54	53	69	62	56			
District	63	65	63	54	60	55	57	50	56	44	47	42	58	47	47			
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33			
Socioeconomically Disadvantaged																		
School	51	55	55	39	39	42	35	38	44	45	39	40	46	46	40			
District	40	44	47	32	34	32	33	32	35	34	36	29	41	34	32			
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22			
African American																		
School	43	45	53	32	48	30	32	38	42	22	38	26	29	25	40			
District	28	32	32	28	29	26	26	29	31	19	27	21	24	18	29			
State	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19			
Asian																		
School	72	72	72	61	62	62	64	60	61	63	59	60	74	65	55			
District	68	71	71	56	61	57	56	56	59	59	57	55	65	59	52			
State	64	65	71	56	58	58	53	55	57	52	53	51	56	54	54			
Filipino																		
School	48	56	54	50	59	52	57	50	57	32	44	23	52	50	56			
District	51	53	50	40	55	43	42	39	47	22	43	22	40	35	40			
State	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43			
Hispanic																		
School	50	40	40	36	44	24	37	47	39	42	31	23	42	47	43			
District	39	39	38	28	37	24	41	31	30	37	26	18	38	33	31			
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22			
Caucasian																		
School	76	72	74	68	77	65	61	67	76	60	64	57	72	66	69			
District	73	67	72	59	73	61	59	60	67	57	62	53	63	56	61			
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48			
Students with Disabilities																		
School	23	15	24	22	26	9	3	18	30	27	23	16	7	26	53			
District	14	15	16	13	20	15	7	15	25	18	20	17	6	19	35			
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9			
English Learners																		
School	18	29	30	18	16	19	16	15	12	33	25	21	33	25	19			
District	14	26	26	15	15	15	12	10	10	26	20	18	19	19	15			
State	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6			

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	8	9	10	
Similar Schools Rank	1	4	8	
All Students				
Actual Growth	59	17	-19	798
Socioeconomically Disadvantaged				
Actual Growth	74	19	-20	731
Asian				
Actual Growth	45	6	-16	832
Hispanic				
Actual Growth	67	11	-57	652
Caucasian				
Actual Growth	69	18	-8	825
English Learners				
Actual Growth	-	-15	-32	694

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

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

- Participation rate on the state's standards-based assessments in English/Language Arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff.

Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes		Yes	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

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 (English/Language Arts 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	4.35%

Instructional Materials

AUSD held a Public Hearing on September 11, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available.

Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
9th	Mathematics	McDougal Littell	2001	Yes
10th	Mathematics	McDougal Littell	1999	Yes
9th-10th	Reading/English	Glencoe/McGraw Hill	2001	Yes
11th-12th	Reading/English	Prentice Hall	2001	Yes
9th	Science	Holt	2006	Yes
11th	Science	Prentice Hall	2000	Yes
10th	Science	Prentice Hall	2004	Yes
11th	Social Science/History	McDougal Littell	2007	Yes
12th	Social Science/History	Prentice Hall	2003	Yes
10th	Social Science/History	Prentice Hall	2007	Yes

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Alameda Free Library, 1550 Oak Street, which contains numerous computer workstations.

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.



UC/CSU Course Completion

Students at Alameda High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
38.6%	79.1%

* Duplicated Count (one student can be enrolled in several courses).

Advanced Placement Classes

Alameda High encourages students to continue their education past high school. Alameda High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Sophomores, juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2006/07 school year, 797 students participated in taking the exams, with 79% scoring a "3" or better.

Advanced Placement Classes		
	# of Courses	Enrollment
English	1	57
Foreign Language	1	35
Mathematics	2	168
Science	3	128
Social Science	3	160
Totals	10	548
Percent of Students in AP Courses	28.6%	

Dropout & Graduation Rates

Alameda High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, Alameda High provides a structured attendance monitoring program that includes daily phone messages to parents/ guardians, written correspondence, truancy assemblies and when necessary, SARB review boards. In addition, counseling staff closely monitor and counsel students with attendance issues.

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	0.60%	0.96%	0.90%
Graduation Rate	97.20%	97.30%	95.40%

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	530
What percent of the school's pupils complete a CTE program and earn a high school diploma?	28.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

Teacher & Administrative Salaries as a Percentage of Total Budget

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 the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$38,081	\$38,479
Mid-Range Teachers	\$54,800	\$60,306
Highest Teachers	\$72,615	\$74,193
Elementary School Principals	\$91,134	\$92,985
Middle School Principals	\$101,008	\$98,305
High School Principals	\$110,337	\$107,384
Superintendent	\$162,500	\$155,314
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.4%	40.8%
Administrative Salaries	5.5%	5.7%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$75,361
District	\$58,545
Percentage of Variation	28.72%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	28.21%

District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2005-06 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,586
From Restricted Sources	\$616
From Unrestricted Sources	\$3,969
District	
From Unrestricted Sources	\$732
Percentage of Variation between School & District	442.21%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	19.70%

District Revenue Sources

In addition to general state funding, Alameda High receives state and federal funding for the following categorical funds and other support programs:

- Class Size Reduction 9-12
- IASA-VI Formula Entitlements
- California Public Schools Act of 1998
- Lottery: Instructional Materials
- State Lottery
- Medi-Cal Billing Option
- Other Local