



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 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 2007-08 school year, 1,907 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

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 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.

Enrollment By Grade

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

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 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. 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.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	6.3%
American Indian	0.4%
Asian	45.0%
Caucasian	31.1%
Filipino	5.9%
Hispanic or Latino	10.1%
Pacific Islander	0.9%
Multiple or No Response	0.3%

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	490	487	465
10th	537	492	492
11th	451	517	469
12th	396	420	493

Students are recognized for their achievements through student appreciation activities and awards, junior & senior awards assemblies, and the Hornet Hall of Fame.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	174	310	209	936	1348	1126
Suspension Rate	9.3%	16.2%	10.9%	9.2%	13.2%	10.9%
Expulsions	6	6	1	22	13	6
Expulsion Rate	0.3%	0.3%	0.1%	0.2%	0.1%	0.1%

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 2007-08 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		
	06	07	08	06	07	08	06	07	08	06	07	08
English	23	25	24	44	35	43	29	32	28	13	17	20
Mathematics	25	25	25	32	30	31	20	26	18	19	16	22
Science	31	30	31	2	4	6	24	30	21	18	15	24
Social Science	29	29	31	8	6	5	27	30	16	17	17	32

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/cafeteria, 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 2007-08 school year, Alameda High had 94 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. 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 2007-08 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	87	87	81	515
Without Full Credentials	4	3	4	20
Working Outside Subject	4	4	1	29

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	27	4	8
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	27	6	8
Vacant Teacher Positions	1	1	0

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	96.0%	4.0%
District	90.1%	9.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	93.2%	6.8%

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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	5	4.50

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 dedicates 3 days to staff development annually. Topics for staff development during the 2007-08 school year included:

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

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 2007-08, changes to the curriculum included:

- Adoption of new science textbooks for Biology, AP Biology, Physics, Physiology and AP Environmental Science
- First year implementation of new History/Social Studies curriculum, grades 9 - 12
- Implementation of a new content literacy program (Structured Instruction Model)
- Pilot for green construction

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 grade 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.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
9th Grade	
School	
School Overall	53.3%
School (Boys)	47.0%
School (Girls)	60.0%
District	
District Overall	41.8%
District (Boys)	37.7%
District (Girls)	46.0%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

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). 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 available for Math (grades 9-11) and Science (grade 9). For results on course specific tests, please see <http://star.cde.ca.gov>.

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 (2008-09)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	4.35%

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

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	9	10	9	
Similar Schools Rank	4	8	4	
All Students				
Actual Growth	17	-19	-	-
Socioeconomically Disadvantaged				
Actual Growth	19	-20	-	-
Asian				
Actual Growth	6	-16	-	-
Hispanic or Latino				
Actual Growth	11	-57	-	-
Caucasian				
Actual Growth	18	-8	-	-
English Learners				
Actual Growth	-15	-32	-	-

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science						
	9			10			11			10			11			
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
All Students																
School	65	66	71	64	57	56	58	63	58	55	51	50	60	60	57	60
District	59	60	64	56	49	51	48	53	47	50	42	46	46	48	49	
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38	
Males																
School	58	64	63	58	49	53	55	59	50	57	48	53	58	59	60	
District	54	57	58	54	43	48	45	51	42	53	43	48	46	49	49	
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40	
Females																
School	73	70	78	69	64	61	62	65	67	54	53	46	62	56	61	
District	65	63	71	60	55	55	50	56	53	47	42	44	47	47	49	
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36	
Socioeconomically Disadvantaged																
School	55	55	58	39	42	37	38	44	42	39	40	32	46	40	48	
District	44	47	49	34	32	33	32	35	29	36	29	31	34	32	34	
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24	
African American																
School	45	53	38	48	30	47	38	42	35	38	26	36	25	40	45	
District	32	32	32	29	26	29	29	31	26	27	21	24	18	29	29	
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21	
Asian																
School	72	72	72	62	62	59	60	61	60	59	60	53	65	55	66	
District	71	71	72	61	57	60	56	59	54	57	55	55	59	52	60	
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58	
Filipino																
School	56	54	77	59	52	42	50	57	54	44	23	38	50	56	63	
District	53	50	63	55	43	43	39	47	42	43	22	34	35	40	40	
State	62	65	67	51	51	55	46	49	49	39	38	42	45	43	47	
Hispanic or Latino																
School	40	40	64	44	24	31	47	39	26	31	23	27	47	43	34	
District	39	38	54	37	24	28	31	30	25	26	18	28	33	31	24	
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25	
Caucasian																
School	72	74	77	77	65	66	67	76	71	64	57	58	66	69	60	
District	67	72	76	73	61	65	60	67	59	62	53	59	56	61	57	
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51	
Students with Disabilities																
School	15	24	0	26	9	19	18	30	10	23	16	29	26	53	15	
District	15	16	12	20	15	13	15	25	10	20	17	18	19	35	12	
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10	
English Learners																
School	29	30	29	16	19	18	15	12	11	25	21	19	25	19	25	
District	26	26	26	15	15	14	10	10	9	20	18	15	19	15	20	
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7	

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria				
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	No		Yes	
Graduation Rate	Yes		Yes	

Instructional Materials

AUSD held a Public Hearing on September 23, 2008, 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. In addition, ASTI students use college texts provided in their classes at College of Alameda.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
9th	Mathematics	McDougal Littell	2001	Yes	0.0%	
10th	Mathematics	McDougal Littell	1999	Yes	0.0%	
9th-10th	Reading/English	Glencoe/McGraw Hill	2001	Yes	0.0%	
11th-12th	Reading/English	Prentice Hall	2001	Yes	0.0%	
9th	Science	Holt	2006	Yes	0.0%	
11th	Science	Prentice Hall	2000	Yes	0.0%	
10th	Science	Prentice Hall	2004	Yes	0.0%	
11th	Social Science/History	McDougal Littell	2007	Yes	0.0%	
12th	Social Science/History	Prentice Hall	2003	Yes	0.0%	
10th	Social Science/History	Prentice Hall	2007	Yes	0.0%	

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.

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:

State Lottery

Class Size Reduction 9-12

IASA-VI Formula Entitlements

Medi-Cal Billing Option

California Public Schools Act of 1998

Lottery: Instructional Materials

Other Local

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$4,103
From Restricted Sources	\$75
From Unrestricted Sources	\$4,027
District	
From Unrestricted Sources	\$477
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	-24.02%

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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$77,971
District	\$61,017
Percentage of Variation	27.78%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	25.44%

UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	82.9%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	59.1%

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

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.

District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2006-07 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.

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 2006-07

	District	State
Beginning Teachers	\$39,871	\$39,871
Mid-Range Teachers	\$57,376	\$57,949
Highest Teachers	\$76,028	\$76,028
Elementary School Principals	\$98,501	\$103,327
Middle School Principals	\$97,879	\$102,675
High School Principals	\$111,148	\$116,594
Superintendent	\$167,375	\$172,396

Salaries as a Percentage of Total Budget

Teacher Salaries	44.0%	40.2%
Administrative Salaries	6.0%	5.8%

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'.

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

	04-05	05-06	06-07
Dropout Rate	0.96%	0.90%	1.19%
Graduation Rate	97.30%	95.40%	97.30%

Completion of High School Graduation Requirements

	School	District	State
All Students	93.3%	88.5%	*

* 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									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	72.2	66.1	51.1	65.2	59.7	48.6	72.4	65.1	52.9
Mathematics	71.0	63.0	46.8	69.0	59.1	49.9	74.2	65.1	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	27.6	47.8	24.6	25.8	43.7	30.5
Male	30.9	49.2	19.9	24.7	47.7	27.7
Female	23.6	46.1	30.4	27.2	38.7	34.0
African American	30.8	50.0	19.2	52.0	44.0	4.0
Asian	29.0	46.7	24.3	16.4	45.5	38.0
Filipino	50.0	27.3	22.7	36.4	50.0	13.6
Hispanic or Latino	41.5	48.8	9.8	53.7	31.7	14.6
White	15.1	52.9	31.9	25.0	42.5	32.5
English Learners	60.6	36.7	2.8	37.6	45.9	16.5
Socioeconomically Disadvantaged	48.1	43.3	8.7	39.2	44.1	16.7
Students with Disabilities	76.5	23.5	-	81.2	12.5	6.2

Career Technical Education Participation

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

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.

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 2007-08 school year, 801 exams were taken with 75% scoring a "3" or better.

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

Advanced Placement Classes

	# of Courses	Enrollment
English	1	51
Foreign Language	2	43
Mathematics	2	175
Science	3	151
Social Science	3	203
Totals	11	623
Percent of Students in AP Courses		6.1%