

# Alameda City Unified School District

# Alameda High School

## 2008-2009 School Accountability Report Card

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Principal**

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### 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 22 sports programs and 66 clubs. In addition, we have outstanding drama and music programs that together, produce professional quality productions such as this year's "Peter Pan".

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 2008-09 school year, 1,907 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

### Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	7.1%
American Indian	0.4%
Asian	45.7%
Caucasian	30.9%
Filipino	6.2%
Hispanic or Latino	9.1%
Pacific Islander	0.7%
Multiple or No Response	0.0%

### 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.

### Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
9th	487	465	482
10th	492	492	485
11th	517	469	479
12th	420	493	446

## 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.

### Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	310	209	213	1348	1126	1016
Suspension Rate	16.2%	10.9%	11.3%	13.2%	10.9%	9.9%
Expulsions	6	1	5	13	6	11
Expulsion Rate	0.3%	0.1%	0.3%	0.1%	0.1%	0.1%

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 66 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.

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from parent volunteers. 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.

### Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	07	08	09	07	08	09	07	08	09			
25	24	24	35	43	43	32	28	24	17	20	19	
25	25	25	30	31	26	26	18	29	16	22	15	
30	31	30	4	6	7	30	21	21	15	24	24	
Social	29	31	30	6	5	4	30	16	19	17	32	28

## 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, 2008 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: 01/15/2010

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)			X	
External (Grounds, Windows, Doors, Gates, Fences)	X			

## Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Alameda High had 95 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 Credential Status			District 08-09
	School			
	06-07	07-08	08-09	
Fully Credentialed	87	81	80	522
Without Full Credentials	3	4	6	25
Working Outside Subject	4	1	5	5

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 2008-09 school year, the most current data are reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	4	8	5
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>6</b>	<b>8</b>	<b>5</b>
Vacant Teacher Positions	1	0	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	97.9%	2.1%
District	94.5%	5.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	96.7%	3.3%

## Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2007-08 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 1:422. 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 2008-09 school year included:

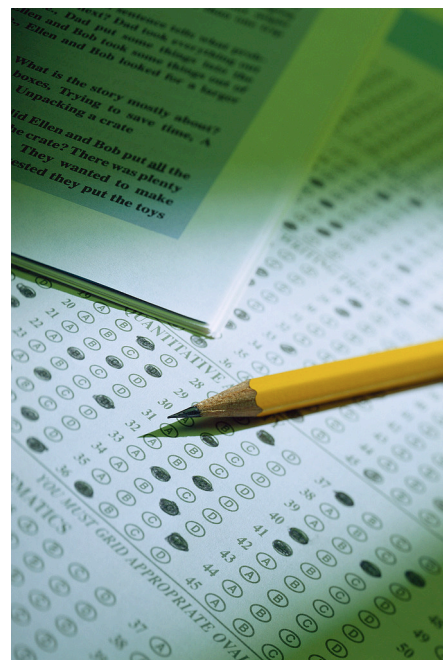
- Math Collaboration grades 6-12
- Departmental Collaboration grades 9-12
- Strategic Instruction Model grades 6-12
- Schoolloop

## Curriculum Development

All curriculum development in the is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction and Assessment Coordinator to align with the state standards, district goals, and the statewide assessment program.

During the 2008/09, changes to the curriculum included:

- Adoption of new Houghton Mifflin California Math program for elementary schools, grades K- 5
- Adoption of new Houghton Mifflin California Math programs for 6-8th grade



## 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>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	62	62	65	58	60	63	43	46	50
Mathematics	39	38	39	52	52	55	40	43	46
Science	55	56	63	49	56	60	38	46	50
History/Social Science	54	55	60	45	46	50	33	36	41

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	41	15	37	38
American Indian	*	*	*	*
Asian	67	49	66	63
Filipino	62	31	56	50
Hispanic or Latino	46	18	33	42
Pacific Islander	36	9	*	*
Caucasian	75	37	76	67
Males	57	38	62	61
Females	72	40	64	58
Socioeconomically Disadvantaged	48	36	49	46
English Learners	26	27	31	28
Students with Disabilities	24	26	29	23
Migrant Education	*	*	*	*

\*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	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
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 (2009-10)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.26%

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

	National Assessment of Educational Progress				
	Reading and Mathematics Results for Grades 4 & 8				
	By Performance Level - All Students				
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

	National Assessment of Educational Progress			
	Reading and Mathematics Results for			
	Students with Disabilities (SD) and/or English Language Learners (ELL)			
	By Grades 4 & 8 and Participation Rate - All Students			
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

## Physical Fitness

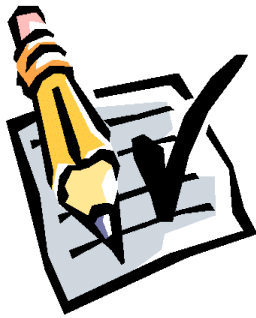
In the spring of each year, Alameda High is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity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

Grade Level	Percentage of Students in Healthy Fitness Zone		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.4%	26.0%	63.9%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			



## 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.



## Instructional Materials

AUSD held a Public Hearing on September 22, 2009, 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.

## 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
- ASA-VI Formula Entitlements
- Medi-Cal Billing Option
- California Public Schools Act of 1998
- Lottery: Instructional Materials
- Other Local

### API School Results

	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	9	9	
Similar Schools Rank	8	4	4	
<b>All Students</b>				
Actual Growth	-19	12	2	812
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	-20	15	18	764
<b>Asian</b>				
Actual Growth	-16	5	4	841
<b>Hispanic or Latino</b>				
Actual Growth	-57	53	16	721
<b>Caucasian</b>				
Actual Growth	-8	-4	9	830
<b>English Learners</b>				
Actual Growth	-32	41	3	738

### 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%

## 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,638
From Restricted Sources	\$126
From Unrestricted Sources	\$3,513
District	
From Unrestricted Sources	\$519
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	36.27%

## 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 districts 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		
2007-08		
	District	State
Beginning Teachers	\$40,673	\$40,917
Mid-Range Teachers	\$58,529	\$64,688
Highest Teachers	\$77,556	\$82,849
Elementary School Principals	\$101,085	\$102,130
Middle School Principals	\$106,320	\$108,050
High School Principals	\$112,983	\$117,805
Superintendent	\$172,396	\$176,845
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	40.3%
Administrative Salaries	5.7%	5.9%

## 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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$73,173
District	\$62,223
Percentage of Variation	17.59%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	13.89%

## 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 council students with attendance issues.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	0.90%	1.20%	1.50%
Graduation Rate	97.40%	98.30%	95.10%

## 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.

## 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.

	CAHSEE By Subject								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	65.2	59.7	48.6	72.4	65.1	52.9	72.8	66.2	52.0
Mathematics	69.0	59.1	49.9	74.2	65.1	51.3	74.0	66.5	53.3

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 Student Group						
	English			Mathematics			
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced	
All Students	27.4	25.6	47.1	26.1	45.5	28.4	
Males	34.8	25.8	39.4	28.2	39.1	32.7	
Females	20.0	25.3	54.7	24.1	51.8	24.1	
African American	55.6	14.8	29.6	58.6	34.5	6.9	
Asian	25.5	28.4	46.1	17.2	44.3	38.4	
Filipino	28.1	18.8	53.1	24.2	51.5	24.2	
Hispanic or Latino	34.3	48.6	17.1	42.9	51.4	5.7	
Caucasian	21.3	19.9	58.9	27.5	46.4	26.1	
English Learners	54.9	35.3	9.8	37.3	45.1	17.6	
Socioeconomically Disadvantaged	40.2	37.1	22.7	34.4	42.7	22.9	
Students with Disabilities	76.5	23.5	-	87.5	6.2	6.2	

## 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?	
What percent of the school's pupils complete a CTE program and earn a high school diploma?	
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

## 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](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://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 2008-09 school year, 843 exams were taken with 79% scoring a "3" or better.

### Advanced Placement Classes

	# of Courses	Enrollment
Science	3	131
Social Science	3	201
English	1	55
Foreign Language	1	27
Mathematics	2	216
Totals	10	630
Percent of Students in AP Courses		6.1%

## 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

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	80.6%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	52.8%

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