School Accountability Report Card Reported for School Year
2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Amador High School

Address:	330 Spanish St. , Sutter Creek CA 95685	Phone:	(209) 257-7300
Principal:	Allan Van Velzen	Grade Span:	9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

At Amador High School we are dedicated to preparing all students to be lifelong learners and responsible citizens. We provide a nurturing environment for all of our students by fostering the three Cs: Collaboration, Collegiality, and Community. Building a learning environment is the most important goal of Amador High School. Our school has received many awards for its work, but we cannot afford to rest on our laurels.

Since technology is vital to helping our students keep pace with future changes in the work force, we have made significant strides in establishing a technology plan. The school features three computer labs, teacher and student computer stations in each classroom, and a media center. We also have a state-of-the-art communication system that links all learning areas and provides telephone connections for all classrooms. We have added a wireless computer lab with laptops. These laptops are specifically used to help our students prepare for the California High School Exit Exam (CAHSEE), which is required for graduation.

Student Enrollment

Group	Percent
African American	0.37 %
American Indian or Alaska Native	2.32 %
Asian	0.49 %
Filipino	0.24 %
Hispanic or Latino	5.98 %
Pacific Islander	0.24 %
White (not Hispanic)	76.92 %
Multiple or No Response	13.43 %
Socioeconomically Disadvantaged	17 %
English Learners	1 %
Students with Disabilities	8 %

Total Number of students	819

Teachers

Indicator	Teachers
Teachers with full credential	35
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	1

School Facilities

See Williams Report provided at www.amadorcoe.org

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$ 6,170
District	$ 5,917
State	$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts 59	59%
Mathematics	36%
Science	56%
History-Social Science	35%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	788
Statewide Rank (from 2007 Base API Report)	8
2008-09 Program Improvement Status (PI Year)	

School Completion

Indicator	Result
Graduation Rate	84.81%

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	48.68%
Graduates Who Completed All Courses Required for University of California or California State University Admission	28.08%

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the SARC Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Amador High	District Name	Amador County Unified
Street	330 Spanish St.	Phone Number	(209) 223-1750
City, State, Zip	Sutter Creek , CA 95685	Web Site	www.teachnet.k12.ca.us
Phone Number	(209) 257-7300	Superintendent	Dick Glock
Principal	Allan Van Velzen	E-mail Address	dglock@amadorcoe.12.ca.us
E-mail Address	avanvelzen@amadorcoe	CDS Code	03-73981-0330753

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

At Amador High School we are dedicated to preparing all students to be lifelong learners and responsible citizens. We provide a nurturing environment for all of our students by fostering the three Cs: Collaboration, Collegiality, and Community. Building a learning environment is the most important goal of Amador High School. Our school has received many awards for its work, but we cannot afford to rest on our laurels.

Opportunities for Parental Involvement (School Year 2007-08)

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

Interested parents may attend SSC meetings, which are held six times each year. This organization acts as an advisory group to the principal and staff.

The Booster Club meets regularly with the athletic director and supports the school's cocurricular activities program. The athletic teams and the drama and music programs also have parent support groups organized by the teachers of those programs.

Parents interested in becoming involved should contact the principal.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0

Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	197
Grade 10	231
Grade 11	212
Grade 12	179
Ungraded Secondary	0
Total Enrollment	819

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.37 %
American Indian or Alaska Native	2.32 %
Asian	0.49 %
Filipino	0.24 %
Hispanic or Latino	5.98 %
Pacific Islander	0.24 %
White (not Hispanic)	76.92 %
Multiple or No Response	13.43 %
Socioeconomically Disadvantaged	17 %
English Learners	1 %
Students with Disabilities	8 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.1	7	21	5	26.3	8	21	6	24.2	12	18	3
Mathematics	27.2	6	14	5	27.5	3	17	5	27.0	3	17	3
Science	26.8	6	16		29.1	2	13	6	25.5	3	14	2
Social Science	29.9	1	19	7	26.9	3	24	4	24.7	10	17	5

III. School Climate

School Safety Plan (School Year 2007-08)

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

We review and correct all reported safety hazards immediately. We schedule time during each staff meeting to discuss safety issues. We have developed a School Safety Plan, which includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is on our school Web site, and there are copies in the office for parents. We review the School Safety Plan annually. We share the plan with all staff during a schoolwide staff meeting. We practice fire and earthquake drills three times a year and hold trainings for staff on emergency preparedness in late April. We have also formed a school Crisis Team for emergencies, and all staff members have assignments.

All visitors and volunteers must sign in at the main office and wear an identification button. The staff will approach and question any person on campus who is not known or identified. We do have a closed campus at lunch.

The assistant principal and campus supervisor monitor the grounds for half an hour before classes begin and for half an hour after dismissal. A police officer also visits our campus daily. He sometimes brings a police dog with him, which has greatly reduced the incidence of violence and drug possession at our school.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	19.3	22.1	14.3	17.2	17.6	11.4
Expulsions	0.8	1.8	0.4	0.5	0.9	0.3

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

FIT reports are on file at the Amador County Unified School District

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	LEA Provided			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	35	34	35	201
Without Full Credential	2	3	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers

This School	94.9	5.1
All Schools in District	96.3	3.7
High-Poverty Schools in District		
Low-Poverty Schools in District	95.0	5.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	326
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	.15	N/A
Social Worker		N/A
Nurse	.23	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	2.0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	Language of Literature 2002 – 9th grade: McDougal Littell Language of Literature 2002 – 10th grade: McDougal Littell Language of Literature 2002 – American Literature – McDougal Littell Language of 2002 – British Literature- McDougal Littell	0%
Mathematics	Algebra 1 – Prentice Hall CPM Algebra Geometry – Prentice Hall CPM Geometry Algebra II - Prentice Hall CPM Algebra II Pre-Calc/Trig – Houghton Mifflin CPM Analysis Calculus – Houghton Mifflin Calculus/ Single Variable AP Calculus Houghton Mifflin Calculus/ Single Variable	0%
Science	Biology & Ag Biology – Glencoe: Science Biology California Ed. Physics – Glencoe: Science Physics Principles & Problems Chemistry – Science Chemistry Matter & Change Life Science – Holt: Biology California Edition AP Biology – Pearson: AP Edition Biology Anatomy & Physiology: Mosby: Anthony's Textbook of Anatomy & Physiology	0%
History-Social Science	Glencoe: World Geography 2005 Prentice Hall: World History: The Modern World 2007 AP EURO: Western Civilization AP U.S.: The American Pageant Government: McGraw Hill: Government: Democracy in Action AP Government: Glencoe/McGraw Hill – Government in America Economics: New Ways of Thinking	0%
Foreign Language	Holt, Rinehart and Winston: Allez, Viens McDougal, Littell: En Espanol!	0%
Health	West Educational Publishing: Health Making Life Choices	0%
Visual and Performing Arts	Prentice Hall – Art History Meriwether Publishing – Everything About Theatre	0%
Science Laboratory Equipment (grades 9-12)	Adequate	Adequate

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page and teacher salaries can be found on the Certificated Salaries and Benefites Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$6,170	$451	$4,291	$59,204
District	N/A	N/A	$5,917	$57603
Percent Difference – School Site and District	N/A	N/A	27.48%	2.70%
State	N/A	N/A	$5,300	59,271
Percent Difference – School Site and State	N/A	N/A	19.04%	.11%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

High school costs, in general, are higher than those of either elementary or junior high. This difference is due in part to the nature of the classes, the type of equipment needed, and the greater expense of textbooks and materials.

The state of California provides money for salaries, benefits, books, supplies, equipment purchases, maintenance and repair of facilities and equipment, transportation costs, and utilities. Other state and federal programs help fund a culinary arts class, industrial arts, drama, books and other materials (videos, learning guides) for foreign language classes, equipment and books for the library and the science classrooms, staff development, and various improvements to our school.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38285	$37916
Mid-Range Teacher Salary	$55175	$58151
Highest Teacher Salary	$72681	$75396
Average Principal Salary (Elementary)	$79006	$91086
Average Principal Salary (Middle)	$81411	$95220
Average Principal Salary (High)	$88920	$101661
Superintendent Salary	$128085	$136091
Percent of Budget for Teacher Salaries	39.3 %	38.5 %
Percent of Budget for Administrative Salaries	5.6 %	5.8 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	57	57	59	50	49	52	42	43	46
Mathematics	28	29	36	40	40	43	40	40	43

| Science | 32 | 45 | 56 | 35 | 46 | 58 | 35 | 38 | 46 |
| History-Social Science | 30 | 27 | 39 | 34 | 33 | 43 | 33 | 33 | 36 |

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	32	20	*	17
Asian	*	*	*	*
Filipino	*	*		*
Hispanic or Latino	37	24	28	15
Pacific Islander	*	*	*	*
White (not Hispanic)	62	38	59	42
Male	52	39	59	46
Female	66	33	52	32
Economically Disadvantaged	47	25	41	
English Learners	*	*	*	*
Students with Disabilities	13	6	25	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School 2005-06	School 2006-07	School 2007-08	District 2005-06	District 2006-07	District 2007-08	State 2005-06	State 2006-07	State 2007-08
English	61.7	64.5	61.6	59.2	60.4	58.6	51.1	48.6	52.9
Mathematics	57.0	63.7	64.9	49.8	53.8	55.8	46.8	49.9	51.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English Not Proficient	English Proficient	English Advanced	Mathematics Not Proficient	Mathematics Proficient	Mathematics Advanced
All Students	38.4	47.4	14.2	35.1	44.5	20.4
Male	40.7	48.7	10.6	30.6	48.6	20.7
Female	35.7	45.9	18.4	40.0	40.0	20.0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	55.6	44.4	0.0	47.1	47.1	5.9
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	37.2	47.2	15.6	34.1	44.7	21.2
English Learners	*	*	*	*	*	*

Socioeconomically Disadvantaged	42.5	50.0	7.5	46.3	41.5	12.2
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	93.3	6.7	0.0	80.0	13.3	6.7

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the Physical Fitness Testing Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	*
7	*
9	42.7

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school

compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	7	7	8
Similar Schools	4	3	5

"N/A"   means a number is not applicable or not available due to missing data.

"*"   means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A"   means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B"   0330753

"C"   means the school had significant demographic changes and will not have any growth or target information.

"D"   means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E"   indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	15	18	27	788
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	13	18	36	801
Socioeconomically Disadvantaged	47	45	32	743
English Learners				
Students with Disabilities				

"N/A"   means a number is not applicable or not available due to missing data.

"*"   means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A"   means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B"   means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C"   means the school had significant demographic changes and will not have any growth or target information.

"D"   means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E"   indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

Federal Intervention Program (School Year 2008-09)

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. Detailed information about PI identification can be found at the AYP Web page.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.8	0.6	1.5	3.2	1.4	3.8	3.1	3.5	4.4
Graduation Rate	96.9	93.9	92.5	84.4	91.2	86.1	85.0	83.0	79.5

Completion of High School Graduation Requirements

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 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this 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 CAHSEE Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	82%	85%	N/A
African American	0%	.60%	N/A
American Indian or Alaska Native	1.37%	1.49::%	N/A
Asian	1.37%	.90%	N/A
Filipino	0%	0%	N/A
Hispanic or Latino	5.48%	5.97	N/A
Pacific Islander	0%	0%	N/A
White (not Hispanic)	76.71%	75.22%	N/A
Socioeconomically Disadvantaged	15.07%	18.81%	N/A
English Learners	.68%	.60%	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

The Career Technical Education Programs are open to enrollment to any student in our school district. Here is a list of classes available for a student to enroll.

Foods and Consumer Econ
Computer Literacy
Ag Mechanics
Early Childhood Education
ROP Culinary Arts
ROP Health Career
Graphic and Visual Arts
ROP Auto
Business Education/Marketing
Fashion Design
Media Technician
Journalism
Power, Energy, Transportation Tech
Ag Construction
ROP MS Office
ROP Web Design
Drafting
Fire/Police Science

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	915
Percent of the school's pupils completing a CTE program and earning a high school diploma	48.68%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	5%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the DataQuest Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	59.1
Graduates Who Completed All Courses Required for UC/CSU Admission	22.8

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the DataQuest Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	3.57%
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	5.88%
Science	2	14.29%
Social Science	3	2.61%
All courses	8	5.4

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

2007-2008   20 days
2006-2007   12 days
2005-2006   7 days

In order to build our learning environment, we continue to expand our knowledge and use of technology. Amador High School annually has three days funded by the state for staff training in curriculum and instructional strategies. The school and district provide funds for attendance at conferences. The curriculum office provides additional in-service opportunities. We receive teaching assistance through the district's PAR program. Our teachers also attend grade-level meetings to talk and plan together.