

Executive Summary School Accountability Report Card, 2005-06

For Analy High School

Address : 6950 Analy Ave., Sebastopol CA 95472-3401 **Phone Number:** (707) 824-2300

Principal : Martin Webb **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 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 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

Analy High School sits on the beautiful Laguna de Santa Rosa midway between the busy 101 Highway corridor and the wild woods and beaches of the Sonoma Coast. Analy is located just off the small, busy highway that cuts through the town of Sebastopol; a city of 8000 people surrounded by small farms, open space and dairy land. This town's rural tradition is giving way to a more professional population, and many Analy parents commute to work. While the community is affluent and well educated, the population is 90% white and over 70% have a college degree, about 10% of Analy students are eligible for Free Lunch. Many Analy graduates stay in the community as business people who, in turn, contribute to the school. A growing population of Latino families are contributing to the increasing diversity of the Analy campus. The community is fairly progressive; Analy's drama department was one of the first high schools in the state to produce *The Laramie Project*. Analy is well supported by the community, parents and business. We have active Booster and Rotary clubs, as well as groups serving specific needs, such as the Band Wagon. Analy is the geographic and symbolic heart and soul of Sebastopol. Analy is part of the West Sonoma County Union High School District (WSCUHSD), which is comprised of two comprehensive high schools, Analy and El Molino, and several small, secondary schools serving special populations including an excellent continuation high, Laguna. Analy's small, necessary school, Jack Gerboth, closed this year and students were redirected to the continuation high school, Laguna. Analy is fed by three middle school districts, each with its own programs and population. Analy has little input into the curriculum of the feeder schools. Talk has emerged in the community of consolidating some districts, or at least using the *same* calendar to preserve ADA. Analy has a unique situation. 81% of students' parents have some college, with 21% reporting their parents have a master's degree. Our students are high performing, with 60% proficient or above on the API, well above the state average, and in line with other schools of our type. However, in 2003 we did not meet our AYP, because not enough students took the test. Many students' parents ask for exemptions, feeling the test is a waste of time for their student. We are trying to communicate to parents and students the importance of the testing programs at Analy. There was also an error in the reporting of our scores for the STAR test, which is currently under appeal with the state. Testing went very well in 2005, due to increased incentives such as prizes, a school dance and a renewed commitment by teachers to better publicize and promote the test. During our previous WASC process,

Analy received a 6 year accreditation with a 3 year follow up visit. While our Focus on Learning report was tremendously useful to us as a school, helping us design a vision for change and improvement, our last WASC process felt difficult and disjointed, because we were experiencing a great deal of turnover in the school's administration. We are much more organized and motivated going into this WASC process. Analy High School is a hundred year old school, with a great tradition of academic excellence: we are proud of our students and they treat the school staff with respect. Our ESLR's – Cooperation, Thinking and Problem Solving, Communication, Technology, Career Preparation, and Diversity and Social Personal Responsibility, are born out of a desire to make a whole student and a lifelong learner.

Student Enrollment

Teachers

| Group | Enrollment | Indicators | Teachers |
|----------------------------------|------------|--|----------|
| Number of Students | 1404 | Teachers With Full Credential | 58 |
| African American | 2.1 % | Teachers Without Full Credential | 0 |
| American Indian or Alaska Native | 0.8 % | Teachers Teaching Outside Subject Area of Competence | |
| Asian | 0.6 % | Misassignments of Teachers of English Learners | |
| Filipino | 0.1 % | Total Teacher Misassignments | |
| Hispanic or Latino | 11.7 % | | |
| Pacific Islander | 0.1 % | | |
| White (Not Hispanic) | 75.6 % | | |
| Multiple or No Response | 9.0 % | | |
| Socioeconomically Disadvantaged | 11.3 % | | |
| English Learners | 4.0 % | | |
| Students with Disabilities | 10.0 % | | |

School Facilities

Summary of Most Recent Site Inspection

Narrative to be provided by LEA

Repairs Needed

Narrative to be provided by LEA

Corrective Actions Taken or Planned

Narrative to be provided by LEA

Curriculum and Instructional Materials

School Finances

| Core Curriculum Areas | Pupils Who Lack Textbooks and Instructional Materials | Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|------------------------|---|-------------|--|
| Reading/Language Arts | 0% | School Site | \$ |
| Mathematics | 0% | District | \$ |
| Science | 0% | State | \$4,743 |
| History-Social Science | 0% | | |
| Foreign Language | 0% | | |
| Health | 0% | | |

**Science Laboratory
Equipment
(grades 9-12)**

0%

Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|-------------------------------|--|
| English-Language Arts | 62 |
| Mathematics | 39 |
| Science | 59 |
| History-Social Science | 54 |

Academic Progress

| Indicator | Result |
|--|---------------|
| 2006 API Growth Score (from 2006 API Growth Report) | 758 |
| Statewide Rank (from 2005 API Base Report) | 9 |
| 2006-07 Program Improvement Status | N/A |

Postsecondary Preparation

School Completion

| Measures | Percent |
|-----------------|----------------|
|-----------------|----------------|

| Indicator | Result | Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | 41.2 |
|-----------------|--|--|------|
| Graduation Rate | Graduates Who Completed All Courses Required for University of California and/or California State University Admission | | |

School Accountability Report Card
Reported for School Year 2005-06
Published During 2006-07

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 California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

| School | | District | |
|-------------------------|---------------------------|----------------------|-------------------------------|
| School Name | Analy High | District Name | West Sonoma County Union High |
| Street | 6950 Analy Ave. | Phone Number | (707)824-6403 |
| City, State, Zip | Sebastopol, CA 95472-3401 | Web Site | wscuhd.k12.ca.us |
| Phone | (707)824-2300 | Superintende | Keller McDonald |

| | | | |
|-----------------------|-----------------|-----------------------|---------------------|
| Number | | nt | |
| Principal | Martin M. Webb | E-mail Address | kmcdonald@analy.org |
| E-mail Address | mwebb@analy.org | --- | --- |

School Description and Mission Statement

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

Analy High School sits on the beautiful Laguna de Santa Rosa midway between the busy 101 Highway corridor and the wild woods and beaches of the Sonoma Coast. Analy is located just off the small, busy highway that cuts through the town of Sebastopol; a city of 8000 people surrounded by small farms, open space and dairy land. This town's rural tradition is giving way to a more professional population, and many Analy parents commute to work. While the community is affluent and well educated, the population is 90% white and over 70% have a college degree, about 10% of Analy students are eligible for Free Lunch. Many Analy graduates stay in the community as business people who, in turn, contribute to the school. A growing population of Latino families are contributing to the increasing diversity of the Analy campus. The community is fairly progressive; Analy's drama department was one of the first high schools in the state to produce *The Laramie Project*. Analy is well supported by the community, parents and business. We have active Booster and Rotary clubs, as well as groups serving specific needs, such as the Band Wagon. Analy is the geographic and symbolic heart and soul of Sebastopol. Analy is part of the West Sonoma County Union High School District (WSCUHSD), which is comprised of two comprehensive high schools, Analy and El Molino, and several small, secondary schools serving special populations including an excellent continuation high, Laguna. Analy's small, necessary school, Jack Gerboth, closed this year and students were redirected to the continuation high school, Laguna. Analy is fed by three middle school districts, each with its own programs and population. Analy has little input into the curriculum of the feeder schools. Talk has emerged in the community of consolidating some districts, or at least using the *same* calendar to preserve ADA. Analy has a unique situation. 81% of students' parents have some college, with 21% reporting their parents have a master's degree. Our students are high performing, with 60% proficient or above on the API, well above the state average, and in line with other schools of our type. However, in 2003 we did not meet our AYP, because not enough students took the test. Many students' parents ask for exemptions, feeling the test is a waste of time for their student. We are trying to communicate to parents and students the importance of the testing programs at Analy. There was also an error in the reporting of our scores for the STAR test, which is currently under appeal with the state. Testing went very well in 2005, due to increased incentives such as prizes, a school dance and a renewed commitment by teachers to better publicize and promote the test. During our previous WASC process, Analy received a 6 year accreditation with a 3 year follow up visit. While our Focus on Learning report was tremendously useful to us as a school, helping us design a vision for change and improvement, our last WASC process felt difficult and disjointed, because we were experiencing a great deal of turnover in the school's administration. We are much more organized and motivated going into this WASC process. Analy High School is a hundred year old school, with a great tradition of academic excellence: we are proud of our students and they treat the school staff with respect. Our ESLR's – Cooperation, Thinking and Problem Solving, Communication, Technology, Career Preparation, and Diversity and Social Personal Responsibility, are born out of a desire to make a whole student and a lifelong learner.

Opportunities for Parental Involvement

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

| |
|--|
| |
|--|

Analy Booster Club: Board President – Rich DiTomasso (707)823-3967, Membership Chairperson - Diana Lowry (707) 824-9591, Volunteer Coordinator – Rachael Fujii (707) 824-8341

Analy Education Foundation: 6950 Analy Ave, Sebastopol, CA 95472 (707) 824-2300 xt. 4089.
Co Chairs – Wendy Elliott and Judith McCann

Analy Band Wagon: Program Coordinator – Karen Slocum (707) 824-2337

Analy Volunteer Coordinator: Susan Wells – (707)823-3515

Analy Site Council Coordinator: Joe Gellura – (707)431-7790

Analy “Field Goals” Coordinator: Linda Maloney – (707)829-2249_

Student Enrollment by Group

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

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | .03% | White (not Hispanic) | 82% |
| American Indian or Alaska Native | .01% | Multiple or No Response | Less than 1% |
| Asian | .01% | Socioeconomically Disadvantaged | .09% |
| Filipino | .01% | English Learners | .02% |
| Hispanic or Latino | 12% | Students with Disabilities | 11% |
| Pacific Islander | .01% | --- | --- |

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 | 2003-04 | | | | 2004-05 | | | | 2005-06 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| English | 27.7 | 20 | 9 | 17 | 26.6 | 15 | 12 | 10 | 27.3 | 18 | 9 | 19 |
| Mathematics | 27.8 | 14 | 11 | 16 | 27.0 | 12 | 14 | 9 | 27.9 | 16 | 8 | 16 |
| Science | 32.0 | 0 | 18 | 12 | 30.3 | 3 | 16 | 12 | 33.7 | 1 | 10 | 18 |

| | | | | | | | | | | | | |
|-----------------------|------|---|---|----|------|---|---|----|------|---|---|----|
| Social Science | 34.6 | 0 | 8 | 26 | 34.6 | 0 | 5 | 28 | 37.8 | 0 | 1 | 31 |
|-----------------------|------|---|---|----|------|---|---|----|------|---|---|----|

II. School Climate

School Safety Plan

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

March 2005 was the last update of Compliance School Safety Plan. A committee of administrators, teachers, parents, classified staff and students developed this plan and the plan is reviewed every year by the police and our Site Council.

- Our administration works hard to protect the safety of students on campus. While we lost our campus police officer, the station is nearby and they are quick to respond to our needs.
- The staff has received training on how to tell if students are under the influence and our district provided an all day drug and alcohol training for our teachers.

Analy is a safe campus. Gang related activity is minimal to non – existent and the administration diligently works to keep trouble off of our campus; however the Analy campus is quite spread out, so not all corners can be watched. Teachers have a rotating schedule of supervision duty.

The school has taken several steps to make the campus more secure. These steps include: Utilization of security badges for faculty and staff, developing and practicing emergency procedures for “intruder on campus”. Additionally, we have hired a campus supervisor and continue seeking to hire another campus supervisor.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

School discipline is handled in a uniform way and all students are treated equally and fairly. Students are informed of and given a copy of school rules and regulations including Educational Code Section 48900 on Suspension and Expulsion. School administrators speak with all grade levels the first week of school to review the school discipline policy and consequences. The main goal of the school discipline program is to create and maintain a positive learning environment on the Analy campus. New programs implemented to improve discipline and classroom management include: (a) Drug and Alcohol Diversion Program which was developed and run by the district and required of all students disciplined for use of drugs/alcohol on campus, (b) Implementation of tardy sweeps which is aimed toward students arriving to class on time and ready to work, (c) Work to articulate all school rules in a positive, lucid fashion to the entire school community. One such example is that each classroom has an “Analy High Classroom Rules Poster” posted visibly for all students Utilize departments and resources to further communication of rules.

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2003-04 | 2004-05 | 2005-06 | 2003-04 | 2004-05 | 2005-06 |
| Suspensions | 0.083 | 0.068 | 0.155 | 0.146 | 0.126 | 0.171 |
| Expulsions | 0.002 | 0.003 | 0.009 | 0.010 | 0.010 | 0.011 |

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

DM = Deferred Maintenance Funds**RRM = Routine Maintenance Funds**

| | | |
|--|------|----|
| New tile in main hall | Done | DM |
| Paint rooms and hallways downstairs | Done | DM |
| Asphalt by weightroom / small gym entryway | Done | DM |

Outdoor basketball area:

| | | |
|--|---------|-----|
| slurrycoat asphalt and paint basketball keys | Done | RRM |
| replace backboards | Jan. 30 | RRM |

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| | | |
|--|---------|----------|
| Install whiteboards downstairs classrooms | Nov. 30 | RRM |
| Repair small gym roof leak | Done | Warranty |
| Install override switch to gym exhaust fans | Nov. 15 | RRM |
| Trim trees – softball field perimeter | Done | RRM |
| Repair leak under asphalt between small gym and science building | | |
| Temporary repair | Nov. 30 | RRM |
| Permanent repair | June 30 | RRM |
| Improve / coordinate room alarms (add rooms 10, 12, 14, 16) | Dec. 30 | RRM |
| Replace wall covering in art studio and east wing | Dec. 30 | RRM |
| Paint band / choral room interior stairwells | Dec. 30 | DM |
| Cool computer server room (install partition and / or new AC) | Feb. 30 | RRM |
| Repair / replace faucets in room 212, as needed | Feb. 30 | DM |
| Replace faculty room carpet | Dec. 30 | RRM |
| Repair / replace outdoor drinking fountains | May 15 | DM |
| Replace portable building thermostats with timer thermostats PG&E | June 30 | |
| Replace HVAC – Annex 4 and 5 | Aug. 15 | DM |
| Repair / replace art – woodshop roof | Aug. 15 | DM |
| Paint exterior trim (Paint Crew) | | |

Building L, Library, old district office
RRM

Aug. 15

Help Small Business Energy Alliance complete lighting replacement

Project (gym and other areas)

May 30

DM, grant

M and O Projects - 2006-07 - (updated 2/6/07) - p. 3

Suggested Additions to Future Deferred Maintenance Plans:

Replace cafeteria boiler system with roof mount HVAC

Replace exterior doors in small gym – Summer 2007

Install "Columbine" security locks in classroom doors

Tie all campus clocks together

Exterior building painting – Summer 2008

Interior building painting – Summer 2008

Remodel photography room

Repair / replace irrigation well pump

Replace roof – large gym

Replace HVAC – small gym

Replace floor covering – main building 2nd floor

Major Reconstruction Projects

Replace annex 4 and 5

Replace annex office building

Repair Karlson Field bleachers

School Facility Conditions Good Repair Status

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

| Item Inspected | Facility in Good Repair | Repair Needed and Action Taken or Planned |
|----------------|-------------------------|---|
|----------------|-------------------------|---|

| | Yes | No | |
|---|-----|----|-----------------------|
| 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 | | Checked annually |
| Electrical (interior and exterior) | X | | |
| Pest/Vermin Infestation | X | | |
| Drinking Fountains (inside and outside) | | X | Repairing broken ones |
| Restrooms | X | | Hot water is needed |
| Sewer | X | | |
| Playground/School Grounds | X | | |
| Other | | | |

IV. 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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2003-04 | 2004-05 | 2005-06 | 2005-06 |
| With Full Credential | 60 | 60 | 58 | 118 |
| Without Full Credential | 0 | 0 | 1 | 5 |
| Teaching Outside Subject Area of Competence | 9 | 5 | 6 | 13 |

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 | 2004-05 | 2005-06 | 2006-07 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 10 | 0 | 3 |
| Total Teacher Misassignments | 10 | 0 | 3 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by NCLB Compliant Teachers

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 <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 95% | 5% |
| All Schools in District | 95% | 5% |
| High-Poverty Schools in District | 95% | 5% |
| Low-Poverty Schools in District | 95% | 5% |

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Substitute teachers are enrolled and cleared through the Sonoma County Office of Education and enter a county-wide pool. Substitutes select various districts within the county for placement on a district substitute list. We have a large number of substitutes that request our high schools, so we have a sufficient number of substitutes to fill our needs.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Teacher evaluation is a negotiated process with the West Sonoma County Teachers Association and is delineated in the union contract. A standard district-wide evaluation is used. Temporary and probationary teachers are evaluated at least once each year. Permanent teachers may be evaluated each year, but if the evaluation is satisfactory they are evaluated every other year. The evaluation

process consists of: (1) discussion with the evaluatee to determine activities, standards of performance, and assessment procedures to be used in the evaluation; (2) at least one classroom observation which includes a beginning and ending of a lesson and is arranged in advance; and (3) a conference with the evaluatee culminating in a written evaluation that is placed in the personnel file.

V. Support Staff

Academic Counselors and Other Support Staff

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 3.6 | 370 |
| Library Media Teacher (Librarian) | 0 | --- |
| Library Media Services Staff (paraprofessional) | 1.0 | --- |
| Psychologist | .8 | --- |
| Social Worker | 0 | --- |
| Nurse | .1 | --- |
| Speech/Language/Hearing Specialist | .15 | --- |
| Resource Specialist (non-teaching) | 2.75 | --- |

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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 | Percent of Students using Standards-Based Textbooks |
|-----------------------|---|
| Reading/Language Arts | 100% |

| | |
|---|-------------------------------------|
| Mathematics | In the process of updating |
| Science | 100% |
| History-Social Science | 100% |
| Foreign Language | 100% |
| Health | New text to be adopted in Fall 2008 |
| Science Laboratory Equipment (grades 9-12) | 100% |

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|-------------------------------------|--|---------------------------------------|-------------------------------|
| School Site | | | | |
| District | --- | --- | | \$57,111 |
| Percent Difference – School Site and District | --- | --- | | |
| State | --- | --- | \$4,743 | \$59,734 |
| Percent Difference – School Site and State | --- | --- | | |

Types of Services Funded

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

- ◆ School Improvement Program (SIP), including Library
- ◆ English Language Learners Education (ELL)
- ◆ Gifted and Talented Education Program (GATE)
- ◆ Agriculture Grant
- ◆ Grant for assistance to students who need additional support to pass CAHSEE
- ◆ No Child Left Behind (NCLB) Federal funding that includes technology and staff development

Teacher and Administrative Salaries (Fiscal Year 2004-05)

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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$35,393 | \$37,616 |
| Mid-Range Teacher Salary | \$53,596 | \$57,650 |
| Highest Teacher Salary | \$68,009 | \$75,486 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | \$96,756 | \$98,570 |
| Superintendent Salary | \$106,466 | \$127,039 |
| Percent of Budget for Teacher Salaries | 38.1 | 37.0 |
| Percent of Budget for Administrative Salaries | 4.4 | 6.0 |

VIII. Student Performance

California Standards Tests

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

<http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

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 | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| English-Language Arts | 53 | 64 | 62 | 49 | 56 | 54 | 36 | 40 | 42 |
| Mathematics | 31 | 41 | 39 | 27 | 33 | 30 | 34 | 38 | 40 |
| Science | 71 | 35 | 59 | 45 | 40 | 53 | 25 | 27 | 35 |
| History-Social Science | 46 | 52 | 54 | 41 | 42 | 46 | 29 | 32 | 33 |

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 | 40 | 26 | * | 50 |
| American Indian or Alaska Native | 20 | 21 | * | * |
| Asian | 85 | 58 | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 32 | 19 | 37 | 22 |
| Pacific Islander | * | * | | |
| White (Not Hispanic) | 68 | 43 | 64 | 59 |
| Male | 56 | 40 | 59 | 59 |
| Female | 69 | 38 | 59 | 50 |
| Economically Disadvantaged | 29 | 19 | 25 | 21 |
| English Learners | 3 | 12 | 0 | 5 |

| | | | | |
|--|----|----|----|----|
| Students with Disabilities | 19 | 15 | 10 | 17 |
| Students Receiving Migrant Education Services | 0 | 22 | * | 15 |

California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

| Grade Level | Percent of Students Meeting Fitness Standards |
|--------------------|--|
| 5 | N/A |
| 7 | N/A |
| 9 | 42.8 |

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 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 | 2003-04 | 2004-05 | 2005-06 |
|------------------------|----------------|----------------|----------------|
| Statewide | 1 | 7 | 9 |
| Similar Schools | 1 | 1 | 7 |

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 | | | API Score |
|----------------------------------|-------------------|---------|---------|-----------|
| | 2003-04 | 2004-05 | 2005-06 | 2006 |
| All Students at the School | -5 | 65 | -10 | 758 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | -53 | 640 |
| Pacific Islander | | | | |
| White (not Hispanic) | 5 | 59 | -3 | 778 |
| Socioeconomically Disadvantaged | | | -11 | 628 |
| English Learners | -- | -- | | |
| Students with Disabilities | -- | -- | | |

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Analy High School ranks in Band 9 and therefore does not qualify for intervention/under performing schools program (11/USP). Analy has received the California Distinguished School Award on three (3) separate occasions. In addition, the school ranking on STAR/SAT places it near the top of all Sonoma County schools.

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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 | No |
| Percent Proficient - English-Language Arts | Yes | Yes |
| Percent Proficient - Mathematics | Yes | Yes |
| API | 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement Implementation | N/A | N/A |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 1 |
| Percent of Schools Currently in Program Improvement | --- | 25.0 |

X. School Completion and Postsecondary Preparation

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 comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at

<http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | District | | | State | | |
|------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| Dropout Rate (1-year) | 0.2 | 0.4 | 0.6 | 0.9 | 1.5 | 1.6 | 3.2 | 3.3 | 3.1 |
| Graduation Rate | 98.5 | 97.9 | 97.3 | 95.3 | 93.4 | 92.5 | 86.7 | 85.3 | 84.9 |

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students 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. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

| Group | Graduating Class of 2006 | | |
|---|--------------------------|----------|-------|
| | School | District | State |
| All Students | 249 | | --- |
| African American | 5 | | --- |
| American Indian or Alaska Native | 1 | | --- |
| Asian | 3 | | --- |
| Filipino | 0 | | --- |
| Hispanic or Latino | 30 | | --- |
| Pacific Islander | 0 | | --- |
| White (not Hispanic) | 207 | | --- |
| Socioeconomically Disadvantaged | | | --- |
| English Learners | | | --- |
| Students with Disabilities | | | --- |

Career Technical Education Programs

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.

Analy High School participates with the Sonoma County School in the Regional Occupation Program (ROP). Analy offers a total of 17 class sections in ROP including Auto, Culinary Arts, Emergency Preparedness (Public Safety), CAD, Construction and Video. Analy students have the option to access other ROP programs off site as appropriate. Some of these programs lead to CTE workers placement.

Courses for University of California and/or California State University Admission

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 and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | Percent |
|--|----------------|
| Students Enrolled in Courses Required for UC/CSU Admission | 70.5 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 41.2 |

Advanced Placement Courses

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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|---------------------------------|-------------------------------------|--|
| Computer Science | | --- |
| English | 2 | Less than 5% |
| Fine and Performing Arts | | --- |
| Foreign Language | 2 | Less than 5% |
| Mathematics | 2 | Less than 5% |
| Science | 1 | Less than 5% |
| Social Science | 3 | 11% |
| All courses | 10 | 4.2 |

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Analy High School has a very high percentage of students attending 4 year colleges directly after graduation from high school. In June of 2006, five (5) of our graduates attended Stanford University

immediately following graduation. Analy counselors work directly with students to help prepare them for the college application process. In addition, the school offers an on site preparation program, for a fee, to help increase student SAT scores. Analy's SAT/ACT scores rank in the top three schools in Sonoma County. More importantly, Analy has the highest percent of students taking the SAT/ACT at 58.2%.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

| Indicator | 2004 | 2005 | 2006 |
|--|------|------|------|
| Percent of Grade 12 Students Taking the Test | 52.5 | 53.8 | 58.2 |
| Average Verbal Score | 556 | 556 | 550 |
| Average Math Score | 563 | 570 | 566 |
| Average Writing Score | --- | --- | 553 |

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

School leadership has a great depth of experience in educational administration. The Principal has been in the District and community for 36 years. One of our Vice Principal's has been a Principal prior to coming to Analy High School. School leadership knows how to access community resources. Administration gives leadership to school improvement process and WASC/FOL processes. Accreditation will take place this year in 2006. Class size reduction in 9th Grade English and Math allow special attention to all students in their initial core classes. All students are mainstreamed whenever possible including SDC, SH, and RSP, into the regular program. Teachers are free to modify teaching and assessment strategies for EL and RSP students. Several departments and individual teachers require service learning projects. The Math department requires tutoring and sponsors Green Schools. The Social Studies department requires working the voting precincts and food outreach. The Fine Arts department sponsors The Empty Bowls project, local environmental projects, free concerts, and required community service hours in Choir and Oral Interpretation. The Science and English departments sponsored a Tsunami Relief project and regularly interacts with the local VFW. The History department provides outreach by requiring AP students to teach mini lessons at the junior high schools. A wide variety of Advanced Placement and Honors classes are offered to 10-12th graders, including: 10th grade World History, AP Statistics, Spanish and French. Analy students scored X 4's and X 5's on the AP Calculus tests. In all, 13 AP courses are

offered at Analy. Students are involved in a variety of challenging curriculum related activities. CAML math tests are offered to all students after school on a regular basis. Students also compete at local and state math competitions. The GATE program offers evening enrichment courses open to all students taught by on site faculty and staff. Tech Core teachers Robotics. Analy's powerful Speech and Debate team is supported by Rhetoric class. Analy's Band travels far and wide to play, traveling to Disneyland, to Giants games, even to Boston. Program requirements include many challenging assessments such as the 9th grade I-Search paper, the RSP junior research and debate project, the 12 grade synthesis term paper, English portfolio assessments in grades 9-12. Social Studies has Fantasy Vacation, teaching cultural geography. Classes use the library and computer labs which subscribe to online data bases that can be used on and off campus.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Addition to two common planning times (CPT) meetings per week, all teachers meet regularly during scheduled staff meetings. CPT is a time for departments to discuss student achievement, align programs to the standards and discuss issues of the day. Department meetings are held monthly. The English department meets to discuss freshman English and align content. The Math department meets to discuss Algebra I.

New teachers are given an on site orientation to the campus and an introduction into the Beginning Teacher Support and Assessment (BTSA) program. A support provider participates also through ongoing observations, feedback and monthly training.

The district offered support for current teachers to complete their CLAD or SDAIE training. Training is available to EL teachers through special monies, and to all teachers through NCLB funds. Staff development participation is supported by the SITE council, and teachers participating in a wide range of activities including: CATE and AP for English, AAPT and AP for Physics, CLTA for Modern Languages, CSU, UC, ICCC, MBTI, and College Board for counseling, SSES and Woodshop, CUE for computers, CETA for Theater. Other teachers report training in Classroom Management, suicide prevention, Spanish Immersion, AVID and Service Learning. The English Department has done training in CAHSEE. Analy teachers articulate with the local Junior College, Sonoma State University and West County Partner Schools. Funds from NCLB are used to fund all Staff Development through each Department.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|-------------------|
| | Offered | State Requirement |
| | | 36,000 |

| | | |
|----|--------|--------|
| 1 | N/A | 50,400 |
| 2 | N/A | 50,400 |
| 3 | N/A | 50,400 |
| 4 | N/A | 54,000 |
| 5 | N/A | 54,000 |
| 6 | N/A | 54,000 |
| 7 | N/A | 54,000 |
| 8 | N/A | 54,000 |
| 9 | 65,344 | 64,800 |
| 10 | 65,344 | 64,800 |
| 11 | 65,344 | 64,800 |
| 12 | 65,344 | 64,800 |

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

| Grade Level | Instructional Days With At Least 180 Instructional Minutes | |
|-------------|--|-------------------|
| | Offered | State Requirement |
| 9 | 180 | 180 days |
| 10 | 180 | 180 days |
| 11 | 180 | 180 days |
| 12 | 180 | 180 days |

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

| |
|--|
| Total of 6 days for finals - 3 semesters only. Rallies = 5 days. Day on the Green = 1 day. |
|--|