

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

## Executive Summary School Accountability Report Card, 2007-08

### Analy High School

Address: 6950 Analy Ave. Sebastopol, CA 95472 Phone: 707-824-2314  
Principal: Chris Heller 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 Principal Chris Heller at (707)824-2314/cheller@analy.org or Superintendent Keller McDonald at (707)824-6412/kmcdonald@analy.org.

### 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 80% 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 contribute 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 Club, Site Council and Educational Foundation 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. Analy has three feeder districts, each with its own programs and population. Studies have been conducted by the community to consider the possibility of consolidating some districts, or at least using the same calendar in order to maximize student attendance. 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. By communicating to parents and students the importance of the testing programs at Analy, we have increased STAR test participation above 95% in recent years. During our previous WASC process, Analy received a 6 year accreditation with a 3 year follow up visit. Our Focus on Learning report was tremendously useful to us as a school, helping us design a vision for change and improvement. 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

Group	Enrollment
Number of students	1302
African American	Less than 1%
American Indian or Alaska Native	Less than 1%
Asian	Less than 1%
Filipino	Less than 1%
Hispanic or Latino	11.9%
Pacific Islander	Less than 1%
White (not Hispanic)	80.3%
Multiple or No Response	Less than 1%
Socioeconomically Disadvantaged	12.9%
English Learners	Less than 1%
Students with Disabilities	10.3%

## Teachers

Indicator	Teachers
Teachers with full credential	60
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	3
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

The FIT (Facility Inspection Tool) reflects that our campus is maintained to exemplary standards. RESIG, our insurance provider, conducted an on site inspection in May 2007. Issues brought to our attention during that inspection have since been rectified.

## 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	\$5,195
District	N/A
State	\$4,943

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	61 %
Mathematics	47%
Science	61%
History-Social Science	53%

### Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	793
Statewide Rank (from 2007 Base API Report)	9
2008-09 Program Improvement Status (PI Year)	N/A

### School Completion

Indicator	Result
Graduation Rate	99.3%

### Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	43%

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	Web Site	<a href="http://www.wscuhd.k12.ca.us">www.wscuhd.k12.ca.us</a>
Phone Number	707-824-2314	Superintendent	Keller McDonald
Principal	Chris Heller	E-mail Address	<a href="mailto:kmcdonald@analy.org">kmcdonald@analy.org</a>
E-mail Address	<a href="mailto:cheller@analy.org">cheller@analy.org</a>	CDS Code	49-70607-4930400

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

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 80% 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 Club, Site Council and Educational Foundation 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. Analy has three feeder districts, each with its own programs and population. Talk has emerged in the community of consolidating some districts, or at least using the same calendar in order to maximize student attendance. 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. By communicating to parents and students the importance of the testing programs at Analy, we have increased STAR test participation above 95% in recent years. During our previous WASC process, Analy received a 6 year accreditation with a 3 year follow up visit which will take place in Spring 2009. Our Focus on Learning report was tremendously useful to us as a school, helping us design a vision for change and improvement. 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 (School Year 2007-08)

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

**Analy Booster Club:** Board President – Greg Johnson (707)829-5426, Membership Chairperson - Diana Lowry (707) 824-9591, Volunteer Coordinator – Betsy Mundell (707) 876-9648

**Analy Education Foundation:** 6950 Analy Ave, Sebastopol, CA 95472 (707) 824-2300 xt. 4089. President – Ron Larsen

**Analy Band Wagon:** Program Coordinator – Monica Dougherty (707) 824-2337

**Analy Volunteer Coordinator:** Kathy Bell – (707) 823-9736

**Analy Site Council Coordinator:** Diane Seymour – (707) 829-2895

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

### 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
Grade 9	347
Grade 10	301
Grade 11	308
Grade 12	332
Ungraded Secondary	14
Total Enrollment	1302

### 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	Less than 1%
American Indian or Alaska Native	Less than 1%
Asian	Less than 1%
Filipino	Less than 1%
Hispanic or Latino	11.9%
Pacific Islander	Less than 1%
White (not Hispanic)	80.3%
Multiple or No Response	Less than 1%
Socioeconomically Disadvantaged	12.9%
English Learners	Less than 1%
Students with Disabilities	10.3%

## 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	27.5	18	11	19	26.1	20	19	11	25.3	22	21	7
Mathematics	28.0	16	10	16	27.1	18	9	15	24.9	20	17	6
Science	33.6	1	11	18	32.2	1	13	17	29.8	2	18	11
Social Science	37.0		4	33	33.8	1	8	31	31.5	1	21	19

### III. School Climate

#### School Safety Plan (School Year 2007-08)

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

March 2006 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. We have excellent support from the Sebastopol Police Department, 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 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, check in procedures for campus visitors, developing and practicing emergency procedures for “intruder on campus” (in coordination w/ the local police department) drills, fire drills, earthquake drills, and shelter in place drills. Our campus also maintains multiple security cameras. Additionally, we have one campus supervisor.

### 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	15.5	8.4	Less than 1%	16.8	11.8	0.0
Expulsions	0.7	0.4	Less than 1%	0.8	0.6	0.0

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

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.

The FIT (Facility Inspection Tool) reflects that our campus is maintained to exemplary standards. RESIG, our insurance provider, conducted an on site inspection in May 2007. Issues brought to our attention during that inspection have since been rectified.

### 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			

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

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

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

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	58	60	60	128
Without Full Credential	0	0	0	3

Teaching Outside Subject Area of Competence	8	3	3	5
---	---	---	---	---

## 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 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	100.0	0.0
All Schools in District	99.6	0.4
Low-Poverty Schools in District	100.0	0.0

## 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	4.6	283
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.15	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		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	OK	0%
Mathematics	OK	0%
Science	OK	0%
History-Social Science	OK	0%
Foreign Language	OK	0%
Health	OK	0%
Visual and Performing Arts	OK	0%
Science Laboratory Equipment (grades 9-12)	OK	0%

## 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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <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	5,195	450	4,745	54,654
District	N/A	N/A	5,188	61,300
Percent Difference – School Site and District	N/A	N/A	88%	89%
State	N/A	N/A	4,943	64,657
Percent Difference – School Site and State	N/A	N/A	96%	85%

### 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.

- School Improvement Program (SIP), including Library
- English Language Learners Education (ELL)
- Gifted and Talented Education Program (GATE)
- Agricultural 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 2006-07)

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	38,391	40,408
Mid-Range Teacher Salary	64,537	64,309
Highest Teacher Salary	73,769	83,070
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	101,531	111,434
Superintendent Salary	122,715	145,352
Percent of Budget for Teacher Salaries	37.7%	0.3 %
Percent of Budget for Administrative Salaries	9.4%	0.0 %

## 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 at <http://star.cde.ca.gov>. 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 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	62	64	61	54	58	55	42	43	46
Mathematics	39	44	47	30	36	40	40	40	43
Science	59	57	61	53	50	56	35	38	46
History-Social Science	54	52	53	46	45	44	33	33	36

### 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	32	13	*	40
American Indian or Alaska Native	*	*	*	*
Asian	72	62	*	69
Filipino	*	*	*	*
Hispanic or Latino	36	24	39	25
Pacific Islander	*	*	*	*
White (not Hispanic)	66	52	66	58
Male	57	49	66	59
Female	65	46	56	47
Economically Disadvantaged	38	32	31	27
English Learners	5	6	*	*
Students with Disabilities				
Students Receiving Migrant Education Services	*	*	*	*

### 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 at <http://cahsee.cde.ca.gov>. 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.

## 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			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	77.7	69.1	79.9	73.3	66.7	73.6	51.1	48.6	52.9
Mathematics	74.9	74.1	75.0	67.2	67.5	70.9	46.8	49.9	51.3

## 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			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	21.0	50.7	28.3	30.4	37.0	32.6
Female	50.0	41.2	8.8	41.2	44.1	14.7
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	37.1	54.3	8.6	45.7	48.6	5.7
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	16.6	55.5	27.9	20.5	37.1	42.4
White (not Hispanic)	19.2	59.6	21.2	19.9	39.0	41.1
English Learners	71.4	28.6	0.0	85.7	7.1	7.1
Socioeconomically Disadvantaged	63.6	27.3	9.1	63.6	27.3	9.1
Students Receiving Migrant Education Services	28.1	55.8	16.1	26.9	46.7	26.4
Students with Disabilities	*	*	*	*	*	*

## 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 at <http://www.cde.ca.gov/ta/tg/pfi/>.

<http://www.cde.ca.gov/ta/tg/pfi/>. 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.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	*
7	*
9	44.4%

X Accountability

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	9	9	9
Similar Schools	7	4	3

### 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	-10	10	8	801
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-53	9	22	703
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	-3	9	7	818
Socioeconomically Disadvantaged	-11	38	12	703
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

### 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 at <http://www.cde.ca.gov/ta/ac/ay/>.

### 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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

### Federal Intervention Program (School Year 2008-09)

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

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

## 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 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 2008		
	School	District	State
All Students	98.3%	LEA Provided	N/A
African American	less than 1%	less than 1%	N/A
American Indian or Alaska Native	less than 1%	less than 1%	N/A
Asian	less than 1%	less than 1%	N/A
Filipino	less than 1%	less than 1%	N/A
Hispanic or Latino	10.6%	100%	N/A
Pacific Islander	less than 1%	less than 1%	N/A
White (not Hispanic)	82.6%	97.4%	N/A
Socioeconomically Disadvantaged	12.2%	14.7%	N/A
English Learners	less than 1%	less than 1%	N/A
Students with Disabilities	less than 1%	less than 1%	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.

In addition to providing a challenging academic program, Analy High School also offers a strong vocational program. Through the creation of a 7 period day, we have been able to offer our students the rigors of UC requirements and a practical connection between the educational experience and essential requirements of the "work world". In coordination with the Sonoma County Office of Education (SCOE) Regional Occupational Program (ROP). We offer ROP classes such as: ROP Auto Shop, ROP Public Safety and Emergency, ROP Video, ROP Advanced Ag, ROP Computer Assisted Drafting and Design (CADD), and ROP Advanced Foods. These classes allow students to enrich their academic skills by also providing them the practical connection to the everyday work world and the skills they will need to be successful at graduation.

### 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	619
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	15%
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	Less than 5%
Science	1	10.5%
Social Science	3	15%
All courses	7	22.3%

## 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.

For the past few years, the district has provided three (3) staff development days. Two days are designated just before school begins; the third floats within the school year. These staff development days are used for various things which include but are not limited to: department articulation with the other schools in the district, department meetings, articulation with our feeder middle schools, technology training, and staff meetings. In addition, our site offers two (2) Common Planning Time (CPT) days per week which allow individual departments to meet to develop curriculum, plan common lessons and assessments, and collaborate interdepartmentally. Finally, our certificated staff is encouraged to attend conferences and various programs that are offered for which funding is made available through department allocations of No Child Left Behind (NCLB)/Staff Development .