

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Analy High	District Name	West Sonoma County Union High
Principal	Martin M. Webb	Superintendent	Keller McDonald
Street	6950 Analy Ave.	Street	462 Johnson St.
City, State, Zip	Sebastopol, CA 95472-3401	City, State, Zip	Sebastopol, CA 95472-
Phone Number	(707) 824-2314	Phone Number	(707) 824-6403 xt. 12
FAX Number	(707) 824-2377	FAX Number	(707) 824-6490
Web Site	www.analy.org	Web Site	www.wscuhd.k12.ca.us
E-mail Address	Mwebb@analy.org	E-mail Address	KmcDonald@analy.org
CDS Code	49-70607-4930400	SARC Contact	Keller McDonald

School Description and Mission Statement

Information about the school, its programs, and its goals.

ANALY HIGH SCHOOL

School and Community Profile

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

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Contact Person Phone Number
-	
Analy Booster Club: Board President – Steve Weinberger (707)480-7491, 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	

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

		Grade Level	Enrollment
		Grade 9	386
		Grade 10	356
		Grade 11	293
		Grade 12	333
		Total Enrollment	1368

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	19	1.4	Hispanic or Latino	145	10.6
American Indian or Alaska Native	15	1.1	Pacific Islander	1	0.1
Asian	19	1.4	White (Not Hispanic)	1,022	74.7
Filipino	4	0.3	Multiple or No Response	143	10.5

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Date Last Discussed with Staff
<p>March 2004 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.</p> <ul style="list-style-type: none"> • 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. 	

School Programs and Practices That Promote a Positive Learning Environment

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

- Analy has a variety of special programs. The AVID Program was established to encourage our students who wanted some extra help with study skills and wanted some extra support in college prep classes. Many teachers at Analy have attended AVID training but the program is now down to one section for all grade levels. Our Honors class offerings include English 10A, Honors XX.
- Our Migrant Education Liason, Ednidina, supports our small population of newcomers and Migrant Ed students. She provides them with interesting cultural and academic experiences. This number of students in Special Education is down from 156 in 2001, a three percent decrease; this may be due to our improved placement in the EL Program.
- Analy also has a wonderfully vibrant Special Day Class, where students learn life skills. Our severely handicapped program is new, serving a variety of students with special needs. They are truly a part of the culture of Analy; students can sign up to be teaching assistants in these classes. Many of these special population students are mainstreamed into our regular classes, so students see them on campus and treat them with dignity. With the expansion of the Severely Handicapped Program, we have more mobility impaired students on campus.
- Our course offering is varied and rich and is designed to serve a variety of students. We have a thriving and extensive Agricultural Science program. Rhetoric is a class focused on public speaking and participating in state debate tournaments. The Arts are enriched by Photography and Ceramics. The theatre program is a viable community service, offering quality entertainment to the Sebastopol public. We have a new 10th grade AP history class. Our exceptional music program is enriched by Jazz Ensemble, Orchestra, Treble Choir and other specialty music programs. Students interested in technology have Web Design, CADD, ROP Video and Tech Core. Hands on classes include Auto, Wood, and Architectural Drawing. Students can go beyond the regular Science program by taking Advanced Biology. Our academic program is rounded out with Statistics, AP Statistics, Algebra Survey and Geometry Survey. The AVID program has been a mixed success. 853 students were enrolled in Career-Technical Ed classes last year.
- Analy students are involved in a variety of Award winning programs, such as Analy Band, Math League, Speech and Debate, Drama and Agriculture.
- Students enjoy a wide range of co-curricular and extra curricular activities. The Leadership class brings interesting and useful programs to the student body; every 15 minutes; others? 160 girls and 220 boys participate in after school sports; eligibility requires a 2.0 or better in academic classes.
- GATE enriched classes are Thursday after school from 5 – 7:30. Forty or fifty students generally attend these optional courses, with topics ranging from philosophy to history, opera to the physics of music. GATE students also make an annual trek to the Ashland Shakespeare Festival. The school lost its' school newspaper due to budget cuts. A determined group of GATE students revived the paper, and are managing a high quality publication with a grant from GATE.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	95	116	93			

Rate of Suspensions	0.07%	0.01%	0.07%			
Number of Expulsions	5	6	3			
Rate of Expulsions	Less than 1%	Less than 1%	Less than 1%			

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Operations has been an area that has suffered in this era of state budget cutbacks. We have tried to keep our priorities, classrooms and restrooms, clean. More funding and emphasis is need in our maintenance area. As funding becomes available, this area will be a district and school priority. For further information, contact Tim Sewell, Director of Operations and Maintenance at 824-2355.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions 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		Inspected every year
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)		X	
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	53	53	64	50	49	56	35	36	40
Mathematics	36	31	41	31	27	33	35	34	38
Science	51	71	35	45	45	40	27	25	27
History-Social Science	50	46	52	43	41	42	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	46	42	*	*	38		69
Mathematics	24	18	*	*	28		44
Science	*	*	*	*	13		39
History-Social Science	25	*	*	*	27		55

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	57	71	10	35	20	20
Mathematics	40	43	7	21	20	10
Science	39	33	*	16	0	*

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may 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	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	46.4	43.7	49.2	48.1	48.8	47.6	26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	98	98	98	Percent Tested	98	98	99
API Base Score	739	742	703	API Growth Score	756	737	768
Growth Target	3	3	5	Actual Growth	17	-5	65
Statewide Rank	9	1	7				
Similar Schools Rank	5	1	1				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			692
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	762	755	722	API Growth Score	766	760	781
Growth Target	2	2	4	Actual Growth	4	5	59

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score				API Growth Score			639
Growth Target				Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	No	Yes	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	No	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	Yes
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District

First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	1,404	1,383	1,394	2,796	2,683	2,689	1,772,417	1,830,903	1,876,927
Number of Dropouts	6	3	6	17	24	39	47,871	58,189	61,253
Dropout Rate (1-year)	0.4	0.2	0.4	0.6	0.9	1.5	2.7	3.2	3.3
Graduation Rate	98.4	98.5	97.9	94.4	95.3	93.4	87.0	86.7	85.1

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	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	26.3	17	22	8	27.7	20	9	17	26.6	15	12	10

Mathematics	25.9	18	17	8	27.8	14	11	16	27.0	12	14	9
Science	30.3	2	22	7	32.0		18	12	30.3	3	16	12
Social Science	31.3	1	21	18	34.3		9	27	34.4		6	29

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	87.9
All Schools in District	81.4
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	83.7

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	65	61	56
Teachers with Full Credential	64	60	55
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	1	1
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	3	2	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	2.4
Master's Degree plus 30 or more semester hours	10.7	14.5
Master's Degree	16.1	14.5
Bachelor's Degree plus 30 or more semester hours	57.1	53.2
Bachelor's Degree	16.1	14.5
Less than Bachelor's Degree	0.0	0.8

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

All tenured teachers are evaluated a minimum of once every two (2) years. Non-tenured teachers are evaluated three (3) times each year. Criteria for teacher evaluation includes all of the following areas: Lessons, support and goals, classroom management, leadership, rapport with parents and students.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Qualified substitute teachers are available through our District. Every effort is made to find highly qualified, long term subs if needed.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	3.6
Library Media Teacher (Librarian)	1.0
Psychologist	
Social Worker	
Nurse/Health Tech	1.0
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other MFCC	1.0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
4.4	310.9

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school 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

Information about the program for training the school's teachers and other professional staff.

In 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.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Adoption this year
Mathematics	Current
Science	Adoption 2006-2007
History-Social Science	Adoption this year

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Yes
Mathematics	Yes
Science	Yes
History-Social Science	Yes
Foreign Language	Yes
Health	N/A
Science Laboratory Equipment (grades 9-12)	Yes

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	65,344	64,800
10	65,344	64,800
11	65,344	64,800
12	65,344	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

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

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 per semester only.
--

X. Post-secondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			
Computer Science			
English	2	2	65
Foreign Language	2	3	95
Mathematics	1	1	27
Science	1	2	63
Social Science	3	5	160

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
6241	4875	78.1

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
329	119	36.2

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may 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.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	307	364	333	641	698	663	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	45.9	52.5	53.8	35.4	40.7	40.1	36.7	35.3	35.9
Average Verbal Score	544	556	555	545	560	551	494	496	499
Average Math Score	565	563	569	559	566	563	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

--

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Analy partners with the Sonoma County Office of Education with workforce preparation as ROP classes. In the 2006-2007 school year, Public Safety Building Technology will be added.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
Total Course Enrollment						

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Data are also reported for

teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may 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/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,393	\$37,320
Mid-Range Teacher Salary	\$53,596	\$56,211
Highest Teacher Salary	\$68,009	\$73,048
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$97,669	\$96,180
Superintendent Salary	\$106,466	\$121,653
Percent of Budget for Teacher Salaries	40.1	37.9
Percent of Budget for Administrative Salaries	3.9	6.0

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$18,232,161	\$7,382	\$7,007	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Two MFCC's on campus to assist with personal counseling issues, Safe Schools Ambassador Programs and Peer Counseling.