ARCADIA HIGH SCHOOL

GRADES NINE THROUGH TWELVE

MARTIN PLOURDE, PRINCIPAL

2004-2005 SCHOOL ACCOUNTABILITY REPORT CARD

CONTENTS

PRINCIPAL'S MESSAGE

The Arcadia High School Accountability Report Card serves our community as an annual report regarding the progress our school has made in the past year and plans for the coming year. As the theme of our school suggests, we are "Simply the Best, and Getting Better." Each year this report reflects the exciting and important developments at our site that coincide with the accomplishments of our students.

We will continue to work on making the mission of our school come alive in every classroom every day. "Stimulating intellectual curiosity and fostering an enthusiasm for learning" is addressed in every teacher's goals for the year. We will focus on creatively designing the work we give our students to do, which will lead to better results for all students.

Similarly, we will continue to find ways for our students to take center stage and to shine. Whether in the academic, extracurricular, athletic, visual and performing arts of our school, we exist for our students. Our entire community is committed to working together to find areas of improvement and put in the tireless hours to make our school a better place.

If you wish to obtain additional information on the content of this report card, please visit our website at www.ausd. net or contact the school directly at (626) 821-1711.

SCHOOL MISSION AND VISION

The Arcadia High School community stimulates intellectual curiosity and fosters an enthusiasm for learning. We are dedicated to educating students in a challenging and supportive environment. The focus of the Arcadia High School community is on student work, designed by educators and students, that results in learning.

DISTRICT MISSION STATEMENT

In the Arcadia Unified School District, families and community are partners for student success. The policies, personnel and resources of the Arcadia Unified School District are used to ensure that all students are provided engaging, meaningful schoolwork that results in challenging them to think and reason, develop ownership for their own lifelong learning, respect diversity, and be contributing members of society. It is the mission of the Arcadia Unified School District and the obligation of each school to provide quality work which is engaging, results in students learning meaningful content, and challenges every student to learn more.

DISTRICT & SCHOOL PROFILE

The city of Arcadia, located in the San Gabriel Valley approximately 16 miles east of Los Angeles, is an attractive community with a population of approximately 65,000 residents. Community support for education is a high priority as parents expect their students to maintain academic excellence. Arcadia schools have the deserved reputation of providing a quality, academically challenging educational program resulting in high student achievement. Arcadia students consistently score well above state and national averages on standardized tests.

The Arcadia Unified School District is composed of six elementary schools, three middle schools, one high school, and an alternative center. During the 2004-2005 school year 3,700 students were enrolled at Arcadia High School. Student body demographics are illustrated on the right.

Ethnicity

- Asian 64%
- Caucasian 25%
- Hispanic 9%
- Other* 2%
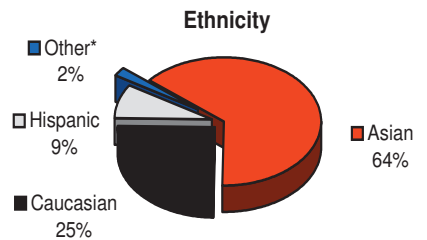
* Other includes: African American(1.2%), American Indian (0.2%), Filipino (1.0%), and Pacific Islander (0.1%).

DISCIPLINE & CLIMATE FOR LEARNING

Students at Arcadia High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Parents are informed of school and classroom activities and policies through the Parent/Student Handbook, PTSA Newsletter, the school web page (www.ausd.net/ahs), and summer mailings in the P-Days Packet prior to student registration in the fall.

The staff at Arcadia High School work together to create and maintain an atmosphere of dignity and respect for all. A committee composed of parents and staff establishes school discipline policies, which are communicated to all students and parents. The school handbook outlines students' rights, their responsibilities, basic rules, and unacceptable behavior. The handbook, which is sent home at the beginning of each school year, contains information regarding attendance, campus access/visitation, homework policy, dress code, traffic control, and the disaster plan.

If necessary, lunch detention is used as a disciplinary aid in improving students' behavior, punctuality, and attendance rate. In an effort to support student learning, Arcadia High School utilizes a student support room as an alternative to full-day suspensions, which allows students to remain on campus to continue their class work. The student support room was created by the Faculty Congress and approved by the School Site Leadership Team.

The Suspensions and Expulsions table below illustrates total cases for the school and district for all grade levels. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. The data for Arcadia High School is compared to all other schools in the Arcadia Unified School District. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	Arcadia HS			AUSD - Total		
	2003	2004	2005	2003	2004	2005
Suspensions (#)	290	247	116	478	373	362
Suspensions (%)	8.3%	6.9%	3.2%	4.8%	3.7%	3.5%
Expulsions (#)	9	9	5	19	20	17
Expulsions (%)	0.26%	0.25%	0.14%	0.19%	0.20%	0.17%

EXTRACURRICULAR ACTIVITIES

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These programs promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Students at Arcadia High School have the opportunity to participate in a wide variety of extracurricular activities, including performing arts, athletics, and over 70 clubs, including the following:

- Drama Club
- Peer Counseling
- Academic Mentor
- Speech/Debate Team
- Ocean Science Bowl
- Academic Decathalon
- Government Team
- Destination Imagination
- Student Council
- Band/Orchestra/Percussion
- Gay Straight Alliance (GSA)
- Chess/Bridge Club
- Chorus
- Key Club
- Dance Prop Prod
- Robotics Program
- Science Olympiad
- Senior Men & Women
- Dance Team (Orchesis)
- Peer Tutoring program
- Quiz Bowl
- Yearbook
- Spanish Club
- Math Team
- Science Bowl

GATE enrichment activities are designed to foster critical thinking and creativity and include: Academic Decathlon, Science Olympiad, Speech and Debate, Constitution Team, Destination Imagination, and Science Bowl.

Arcadia High School's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other high schools in the area. Athletic programs at Arcadia High School include:

- Basketball
- Soccer
- Tennis
- Cheerleading
- Track & Field
- Football
- Golf
- Water Polo
- Cross Country
- Baseball
- Volleyball
- Swimming
- Softball

RECOGNITION PROGRAMS

Students are offered a comprehensive educational program that provides many opportunities for success. Positive recognition creates a learning environment that fosters respect for the individual and promotes self-esteem. Arcadia High School has a variety of activities that promote and recognize student achievement and performance. Awards, honors, and certificates include Principal's Honor Roll, National Honors Society, California Scholarship Federation, Athletic Awards Assembly, Citizenship Award, and Senior Awards Night.

CONTACT INFORMATION

Parents who wish to participate in Arcadia High School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (626) 821-1711, or visit the school's website at www.ausd.net/ahs.

HOMEWORK

Arcadia Unified School District has a comprehensive homework policy in place. The Governing Board believes homework is an important part of the instructional program and is a valuable tool to support students' efforts to master grade level content standards. Homework is defined as school-related assignments that will enhance or reinforce concepts taught in the classroom and which will require time and effort outside the regular school day for successful completion. Homework will be designed to serve specific purposes, and will include assignments that are:

- Designed to develop good study habits and promote independent learning
- Preparation for upcoming instruction
- Practice or review of lessons taught
- Extension or application of concepts and skills taught in the classroom

Peer tutoring is available after school three times a week for students who need additional help with their assignments. Intervention classes are also available to students who need math and reading support and assistance in preparing for the California High School Exit Exam (CAHSEE).

SCHOOL ENROLLMENT & ATTENDANCE

Regular attendance at Arcadia High School is a necessary part of the learning process and is critical to academic success. The attendance rate at Arcadia High School was 96.5% for the 2004-05 school year. The following chart illustrates enrollment at Arcadia High School over the past three years.

Enrollment By Grade Level
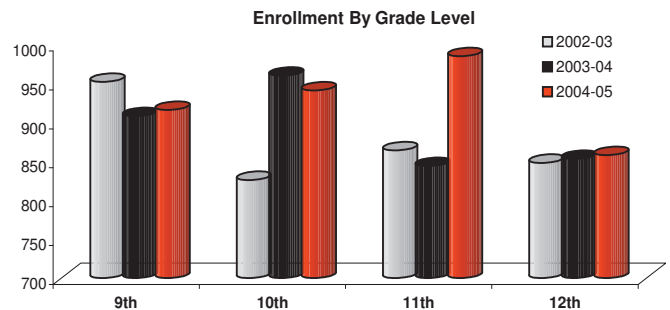
Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Student attendance is carefully monitored to identify those students exhibiting excessive absences. An automated message system is used to notify parents when a student is absent. Parents may also access the Internet Student Information System (ISIS) for attendance information. A letter is sent home when absences become excessive.

Students are referred to the School Attendance Review Team (SART) when they have persistent attendance or behavior problems in school, and when the normal avenues of classroom, school and district counseling have proven to be ineffective.

CLASS SIZE

Arcadia High School maintained a schoolwide average class size of 30 students for the 2004-05 school year. The average class size varies for each subject. The table below indicates the average class size per subject area, as well as the number of classes offered in reference to their enrollment.

Teaching Load Distribution											
				Classrooms containing:							
	Average Class Size			1-22 Students			23-32 Students			33+ Students		
	03	04	05	03	04	05	03	04	05	03	04	05
English	26	29	29	62	19	19	37	70	83	43	33	21
Math	25	32	28	51	13	13	28	34	75	30	47	13
Science	29	34	33	7	4	0	41	46	48	8	15	11
Social Science	28	30	31	12	10	8	54	50	42	25	20	32

School Facilities & Safety

Arcadia High School was built in 1952 and provides a safe, clean environment for students, staff, and volunteers. All schools in the Arcadia Unified School District underwent complete renovation in 1995-96.

Arcadia High School campus is currently comprised of 121 classrooms, one staff room, a library/media center, four computer labs, a cafeteria, three music rooms, four locker rooms, two gyms, and four athletic fields. At the time of this publication, 100% of the school's restrooms were fully functioning. Classrooms were added on the south end of campus during the 2002-03 school year. The athletic field for track, soccer, and football was recently upgraded to an all-weather field.

The following chart displays the results of the most recent school facilities inspection.

School Facility Conditions			
Date of Last Inspection: November 2005			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety and Disaster Committee, which consists of classified staff, teachers, and the principal. The committee meets to set long term goals for the school and assists in upgrading the school facilities. The Safety Plan is updated each fall and covers various safety issues including campus supervision, anti-bullying policies, disaster kits, and emergency procedures. The Safety Plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills, earthquake drills, and intruder/lockdown drills are held twice a year.

To ensure student safety, teachers, administrators, and school proctors supervise students on campus before and after school, and during breaks and lunch. Any visitors to the campus are required to check in at the school's main office and must wear the proper identification badge at all times.

Cleaning Process
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff of ten (eight full-time, two part-time) to develop cleaning schedules which ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Budget Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2004-05 school year the district budgeted $350,000 for the deferred maintenance program, which represents .50% of the district's general fund budget.

Textbooks & Instructional Materials

Arcadia Unified School District held a Public Hearing on October 11, 2005 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The following textbooks are currently used (as of April 2006) at Arcadia High School.

Textbook Adoptions				
Subject	Publisher	Grade Level	Year Adopted	Quality and Availability of State-aligned Textbooks
Language Arts	Holt, Rinehart & Winston	9-12	2000, 2005	Sufficient
	McGraw Hill		1991	
Math	McDougal Littell	9-12	1997, 2000, 2001	Sufficient
	W.H. Freeman		2004	
	Key Curriculum		1998	
	Houghton Mifflin		1997, 2002	
	Heath		1994	
	Glencoe		1995	
Science	Addison Wesley	9-12	1999	Sufficient
	Holt, Rinehart & Winston		2000, 2001	
	Goodheart Wilcox		1996	
	Brooks/Cole		2002	
	Prentice Hall		1998	
	John Wiley		2000 2001	
	McGraw Hill		2000, 2002, 2003, 2005	
	McDougal Littell		2000, 2001	
	Harper Collins		1996	
Foreign Language	Glencoe/McGraw	9-12	2002	Sufficient
	Cheng & Tsui		1990, 1998, 1999	
	Far East Book Co.		1998, 2000, 2002	
	Prentice Hall		2000	
Social Science	McDougal Littell	9-12	1999	Sufficient
	Houghton Mifflin		1998	
	Wadsworth/Thomson		2000	
	Prentice Hall		1999, 2000, 2001	
	Heath		1997	

Arcadia High School stocks an adequate supply of Science Laboratory Equipment for its students.

The school's library/media center is staffed by a full-time librarian and part-time textbook clerk, and is stocked with an excellent selection of books and resource materials for all grade levels. Students may visit the library/media center during lunch and after school or with their classrooms for special projects. Computer resources within the library are connected to the Internet so students are able to access information online to improve their research skills. Resources in the library/media center include DVDs, VHS tapes, TVs with VCRs and speaker systems, projection screens and a SmartBoard.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. All classrooms at Arcadia High School have at least four computers with Internet access. In addition, the school's media center is equipped with approximately 60 computers. The school also has a mobile computer lab with ten laptops available on eight carts for classroom use. During the 2004-05 school year, new laptops and computer workstations became available for classroom use. Students use a variety of software programs, including Microsoft Word, PowerPoint and Excel, Inspiration, UltraKey, Adobe Pagemaker and Publisher.

Computer Resources			
	2003	2004	2005
Computers	924	1048	1090
Students per computer	3.8	3.4	3.4
Classrooms connected to Internet	135	135	131

STUDENT ACHIEVEMENT & TESTING

The Arcadia Unified School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards. Additional site assessments include District Benchmarks, the CELDT (California English Language Development Test) for English Language Learner (ELL) students, the California High School Exit Exam (CAHSEE), and proficiency tests in writing, reading, math, and swimming.

CAT/6 Test																	
% At or Above 50th Percentile																	
	Reading									Math							
	9			10			11			9			10			11		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
Arcadia HS	**76**	**75**		**76**	**73**		**68**	**70**		**84**	**84**		**87**	**86**		**81**	**83**	
California	50	48		49	49		47	47		46	46		51	52		46	46	
Subgroups																		
Female	82	83		78	78		73	73		83	86		86	89		80	83	
Male	69	67		74	69		64	67		84	83		89	82		81	83	
English Learners	25	23		37	22		25	16		81	80		86	87		79	81	
Socioeconomically Disadvantaged (SED)	57	59		54	49		61	56		75	71		84	77		80	86	
Special Education	27	23		25	28		14	19		24	30		40	34		14	29	
Asian	79	77		81	78		72	75		93	91		95	94		90	94	
Caucasian	75	78		70	71		66	64		73	79		78	75		69	66	
Hispanic	55	57		58	42		51	50		51	56		59	53		51	51	

CALIFORNIA ACHIEVEMENT TEST (CAT/6)

The CAT/6 is a standardized norm-referenced test, which indicates how the student or group of students compares with that of a norm group and other students from around the country. All students in grades two through eleven are tested each spring. Students in grades two through eight are tested in the academic areas of reading, spelling, written expression and mathematics. Detailed information regarding results for each grade level can be found at http://star.cde.ca.gov. The chart at left reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math, for the previous three years. *Beginning in 2005, the CAT/6 will test reading/language arts, spelling and mathematics in grades three and seven only, and will no longer test science in any grades.*

ACADEMIC PERFORMANCE INDEX

California uses the results of the CAT/6 and and the California Standards Test (CST) to calculate the Academic Performance Index (API), which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000, measuring student performance in grades two through eleven. The state has determined a performance target of 800 for all schools. Test results are weighted and a formula is applied to determine their API.

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: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades two through eight, and high schools must test at least 90 percent of their students in grades nine through eleven.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (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 one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API School Results							
	Base				Growth		
	2002	2003	2004		2003	2004	2005
Percent Tested	99	99	99	Percent Tested	99	99	99
API Score	777	806	796	API Growth Score	794	803	808
Growth Target	1	A	1	Actual Growth	17	-3	12
Statewide Rank	10	10	10	**State Award & Intervention Programs**			
Similar Schools Rank	5	6	4	**are no longer funded.**			
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	716	715	719	API Growth Score	707	717	732
Growth Target	1	1	1	Actual Growth	-9	2	13
Asian							
Base API Score	809	841	836	API Growth Score	825	839	841
Growth Target	A	A	A	Actual Growth	16	-2	5
Caucasian							
Base API Score	749	771	753	API Growth Score	763	767	769
Growth Target	1	1	1	Actual Growth	14	-4	16
Hispanic							
Base API Score	653	675	640	API Growth Score	668	658	677
Growth Target	1	1	1	Actual Growth	15	-17	37

A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

SCHOOL LEADERSHIP

Leadership at Arcadia High School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. For the past 11 years, primary leadership duties have been assumed by Principal Martin Plourde. Mr. Plourde's previous experience includes positions as an assistant principal, head counselor, college counselor, and classroom teacher. The Assistant Principal, John Finn, is responsible for Student/Parent Support Services and oversees attendance, guidance, and discipline issues.

Shared decision making, a broad-based curriculum and research-based instructional strategies provide the basis for excellent instruction. The staff at Arcadia High School strive to provide all students with a quality education and an opportunity for success. Teachers are encouraged to participate in the school's leadership teams, including the School Leadership Team, School Site Council, Student Study Team, School Learning Team, English Language Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), Curriculum Committee, and Department Chairs.

CALIFORNIA STANDARDS TEST

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Summative scores are not available for Math, Science, and ninth grade Social Science. For results on course-specific tests, please see http://star. cde.gov/. The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts and Social Science, for the most recent three-year period, is shown at right.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science					
	9			**10**			**11**			**10**			**11**		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
All Students															
Arcadia HS	68	68	76	63	63	65	57	56	63	47	43	52	56	56	66
California	38	37	43	33	35	36	32	32	36	27	27	31	34	32	37
Females															
Arcadia HS	73	76	80	66	69	71	60	60	68	43	40	48	54	56	66
California	42	41	48	38	40	41	37	35	39	23	25	28	32	31	36
Males															
Arcadia HS	64	61	71	59	59	59	53	52	59	52	46	53	57	56	64
California	34	32	38	30	31	32	29	29	33	30	31	34	36	34	37
English Learners															
Arcadia HS	15	20	19	17	9	3	11	8	2	9	6	5	10	9	8
California	6	4	7	4	4	3	3	3	4	5	5	6	6	6	7
Socioeconomically Disadvantaged (SED)															
Arcadia HS	42	49	61	40	42	47	45	31	34	30	33	32	46	39	40
California	19	20	26	16	18	20	16	17	21	13	15	18	18	19	23
Students with Disabilities															
Arcadia HS	14	13	15	15	15	9	10	10	18	10	16	9	8	21	22
California	6	6	8	5	5	5	4	5	5	6	6	7	8	8	8
Asian															
Arcadia HS	73	73	82	68	69	67	61	62	68	53	49	56	59	61	70
California	58	57	64	49	53	56	48	47	53	44	47	52	49	49	56
Caucasian															
Arcadia HS	65	67	67	59	64	65	57	52	59	46	37	47	56	52	62
California	57	56	61	50	53	53	46	46	50	39	40	44	46	44	48
Hispanic															
Arcadia HS	41	42	52	38	26	49	34	28	33	24	12	34	38	35	31
California	20	21	26	17	19	20	16	17	21	13	15	17	19	19	23

*Due to the moderate number of students tested, data is not disclosed.
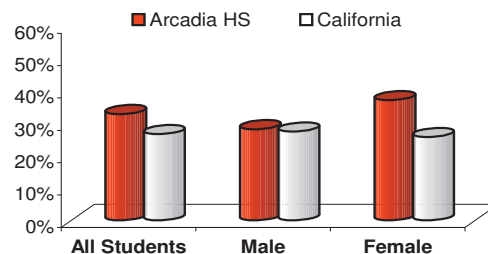
PHYSICAL FITNESS

In the spring of each year, Arcadia High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). Results of student performance are displayed at right, as compared to other students statewide who took the test.

Healthy Fitness Zone 9th Grade

PARENT & COMMUNITY INVOLVEMENT

Parents and the community are very supportive of the educational and cultural programs at Arcadia High School. The school community is committed to providing a quality education, which meets the needs of Arcadia High School's diverse student body. Parent support groups are very active at Arcadia High School, including the Parent Teacher Student Association (PTSA), Athletic Boosters, Music Boosters, Chinese Parent Boosters, Korean Parent Boosters, and Hispanic Parent Boosters.

The school's dedicated PTSA support various school activities such as classroom projects, Red Cross Drive, AHS Showcase and Back-to-School-Night. Parents also serve as active members on the School Site Council, Leadership Team, and English Learners Advisory Council (ELAC). The school receives additional support from local community partners including the Arcadia Rotary Club and the Arcadia Education Foundation.

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math. At least 22.3% of high school students must be proficient in English and 20.9% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).
- School must show growth in high school graduation rates.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that meet their AYPs and the former school would be required to provide the transportation to the new site. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

A "Yes" in the chart below means the school or subgroup was at or above the 2005 targets for the 95% participation rate or percent proficient. "No" means the school or subgroup was below the 95% participation rate or percent proficient. All schools within the Arcadia Unified School District, including Arcadia High School, met all of the 2005 AYP criteria. No schools within the Arcadia Unified School District are currently in Title I Program Improvement.

Adequate Yearly Progress 2005																
	% Participation Rate								% Proficient or Advanced							
	English/Language Arts				Math				English/Language Arts				Math			
	Arcadia HS		AUSD		Arcadia HS		AUSD		Arcadia HS		AUSD		Arcadia HS		AUSD	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
All Students	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	78.1%	Yes	77.7%	Yes	82.6%	Yes	79.2%
Subgroups																
Asian	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	80.6%	Yes	84%	Yes	90.8%	Yes	88.9%
Hispanic	*	99%	Yes	100%	*	99%	Yes	100%	*	60.8%	Yes	54.7%	*	55.7%	Yes	51.0%
Caucasian	Yes	100%	Yes	100%	Yes	100%	Yes	100%	Yes	79.6%	Yes	72.9%	Yes	73.8%	Yes	66.5%
Socioeconomically Disadvantaged (SED)	Yes	100%	Yes	100%	Yes	100%	Yes	99%	*	60.2%	Yes	57.5%	*	73.6%	Yes	64.6%
English Learners	*	100%	Yes	100%	*	100%	Yes	100%	*	42.6%	Yes	54.5%	*	75.8%	Yes	70.5%
Students with Disabilities	*	99%	Yes	99%	*	100%	Yes	99%	*	23.3%	Yes	29.6%	*	20.0%	Yes	30.2%

Not a numerically significant subgroup for this school.

Teacher Assignment

Arcadia Unified School District recruits and employs the most qualified credentialed teachers. During the 2004-05 school year, Arcadia High School had 146 certificated teachers who met all credential requirements in the State of California.

Teacher Credential Status			
	2003	2004	2005
Fully Credentialed	137	129	146
Emergency Credentials	13	3	2
Interns	14	21	12
Waivers	3	1	1
Teaching Outside Subject Credential	9	10	6

Misassignments/Vacancies			
	03-04	04-05	05-06
Teacher Misassignments of English Learners	-	21	22
Vacant Teacher Positions	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve English Learners) does not hold a legally recognized certificated credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Highly Qualified Teachers		
	Arcadia HS	AUSD
Highly Qualified Teachers	89.6%	87.2%
High-Poverty Schools District	-	0.0%
Low Poverty Schools in District	-	87.2%

Teacher Education Levels		
	Arcadia HS	AUSD
Doctorate	4.6%	2.4%
Master's Degree +30*	38.3%	40.8%
Master's Degree	17.5%	20.2%
Bachelor's Degree +30*	32.5%	29.3%
Bachelor's Degree	7.1%	7.3%

Indicates additional hours above and beyond degree.

Substitute Teachers

Generally, the district does not experience problems finding qualified substitute teachers and has an adequate pool of fully credentialed substitutes. If a substitute is unavailable, administrative or support staff will fill in for the absent teacher.

TEACHER EVALUATION & PROFESSIONAL DEVELOPMENT

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal or assistant principals, who have been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on their performance of district adopted criteria, which includes: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, and Developing as a Professional Educator.

Teachers may receive assistance through the Peer Assistance and Review (PAR) program, which uses exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies. Professional development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and District Literacy Coaches.

The district designates time for staff collaboration, planning, and professional development. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging and responsive to student needs. For the past three years, staff members were offered three staff development days. Staff development topics for the 2004-05 school year included: Standards-Based Instruction, Quality Classroom Assessment, Brain Compatible Learning, Using Assessment Data and Extended Test History, and Calibrating the Curriculum to California Content Standards.

COUNSELING & SUPPORT SERVICES

The staff at Arcadia High School strive to assist students in their social and personal development as well as academics. The counseling services are provided mostly by the school, in conjunction with supplementary district support. The school provides qualified personnel to offer counseling on a part-time and/or full-time basis. Arcadia High School's comprehensive counseling program focuses on three major areas: academic, career, and personal/social. Students have access to speak to their counselors on a walk-in basis. Intervention counseling is also available to students who are considered at risk. When students require additional assistance, the follo

Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Counselor	8	8.0
Librarian	1	1.0
Psychologist	1	1.0
Health Aide	1	1.0
Speech & Language Specialist	1	1.0
Resource Specialist Program (RSP) Teachers	8	8.0
RSP Aides	17	8.0
Special Day Class (SDC) Teacher	1	1.0
SDC Aides	4	3.0

Provided by the district on an as-needed basis.

The Gifted and Talented Education (GATE) program provides enrichment and extended learning for students who have demonstrated exceptional abilities. Students may register for the honors and advanced placement courses. Students must qualify based on the following: Prerequisites (including tests and grades), Assessment Data (CST, SAT 9, UCLA Readiness Tests, District Assessments), Teacher Recommendation, Completed Application, and interviews.

Students who are identified as English Language Learners (ELL) are placed in small group instruction based on their English Language Development (ELD) level. ELD classes meet every day with a Resource Specialist teacher for one block (two periods). Early Advanced (ELD level III) students may take a zero period ELD writing class. When appropriate, students are mainstreamed into regular classes.

Students with special needs may utilize the Resource Specialist Program (RSP) and Speech & Language services, as determined by their Individualized Education Plan (IEP). RSP services are typically augmented by one elective period per day in the Learning Center. Students in need of more intensive support are provided RSP classes taught by a special education teacher.

The Special Day Class (SDC) program is provided to students who require special education support. This includes students with learning handicaps whose disabilities require more intensive support or those who are mildly developmentally disabled. Students are placed in small groups with one teacher and an instructional assistant where they receive more individualized instruction. Students are mainstreamed into general education classes when appropriate.

COLLEGE & WORKFORCE PREPARATION

Arcadia High School offers supplemental Scholastic Aptitude Test (SAT) college-preparation class, which is available outside of the school day. Students may take the (SAT) for college entrance at Arcadia High School through Educational Testing Service (ETS). In 2005, 96% of Arcadia High's graduating seniors went on to college, with 64% enrolling in four year universities or colleges and 32% attending community colleges.

SAT I Test Results

	2002-03	2003-04	2004-05
Grade 12 Enrollment			
Arcadia HS	848	853	858
California	385,181	395,194	409,576
%Seniors Tested			
Arcadia HS	75.9%	74.2%	77.7%
California	36.7%	35.2%	35.7%
Average Verbal			
Arcadia HS	543	545	557
California	494	496	500
Average Math			
Arcadia HS	629	626	632
California	518	519	522

Advanced Placement Classes

	# Classes	Enrollment
Art	3	73
Computer Science	8	191
English	9	262
Foreign Language	3	82
Mathematics	18	500
Science	16	457
Social Science	12	384

Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	Total Course Enrollments *
821	379	15,514	21,453
	46.2%	72.3%	

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

The School-to-Career program at Arcadia High School focuses on curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills. Students are exposed to a broad array of career options based on individual interests, goals, strengths, and abilities. The state-of-the-art career center is open extended hours for research and student career services. In addition, students have access to a variety of ROP (Regional Occupation Program) courses offered through the county.

The chart below illustrates Carl Perkins grant information regarding the completion of Career/Technical Courses at Arcadia High School for the 2004-05 school year.

Arcadia Unified School District Completion of Career/Technical Courses				
	Program Enrollment	Number of Concentrators	12th Graders Completing Program	12th Graders Earning Diploma
Male	568	133	18	18
Female	666	101	17	17
Total	**1,234**	**234**	**35**	**35**
Completion Rate: 27.57%			Graduation Rate: 100%	

In addition, Work Ability I (WAI) is a program that works in conjunction with the California Department of Education. The purpose of WAI is to provide special education students the opportunity to assess job skills and interests while completing their education. The WAI job developer and career vocational assistants work with students to develop realistic career goals, provide job placement assistance and follow-up services.

The Transition Partnership Program (TPP) is a grant program for juniors and seniors that works in conjunction with the California Department of Education and the Department of Rehabilitation. The goal of TPP is to help students with special needs make a transition from high school to the world of work.

CURRICULUM IMPROVEMENT

All curriculum development at Arcadia High School revolves around the California State Content Standards and Frameworks. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Arcadia High School has both a digital photography class and Academy of Healthcare and Science. Students in grades ten through twelve may participate in the Academy. Ongoing staff training on the integration of technology into the classroom is also provided by designated LITE (Leaders in Technology Education) teachers.

The Arcadia Unified School District is committed to providing a quality education for all students and has high standards and expectations for students' success in school. The district continually improves and expands its curriculum by implementing new programs and broadening the instructional strategies used in the classroom.

The Arcadia Unified School District is a member of the Foothills Educational Technology Partnership, a consortium of school districts dedicated to enhancing education by providing new learning opportunities for students through the integration of technology into classrooms. All students, parents, and teachers must sign a personal use contract for the Internet.

MINIMUM DAYS & INSTRUCTIONAL MINUTES

For the 2004-05 school year, Arcadia High School offered 180 days of instruction, which included six minimum days. All instructional time exceeded the daily instructional minute requirements specified in the California Education Code. Arcadia High School offered 64,842 minutes of instruction, which exceeded the 64,800 minutes required annually by the California Education Code.

EXPENDITURES & SERVICES FUNDED

Arcadia Unified School District spent an average of $5,859 to educate each student (based on 2003-04 audited financial statements). The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 2003-04		
	Statewide Average	
Arcadia Unified School District	All Unified School Districts	All Districts
$5,859	$6,987	$6,919

Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

In addition to state funding, Arcadia Unified School District receives approximately $854 per student in state and federal categorical funding for the following support programs:

- Federal ECIA/ESEA/IASA
- Economic Impact Aid (EIA)
- Voc. Ed, Handicapped Students
- Tenth Grade Counseling
- Special Education Transportation
- Federal Drug/Alcohol/Tobacco Funds
- Home-to-School Transportation
- School Improvement Program (SIP)
- Peer Assistance & Review (PAR)
- Federal Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Vocational and Applied Technology Act
- Special Education Master Plan
- Gifted & Talented Pupils
- Instructional Materials
- Class Size Reduction (K-3,& 9)

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts throughout the state having between 5,000 and 9,999 Average Daily Attendance (ADA).

Teacher & Administrative Salaries as a Percentage of Total Budget 2003-04
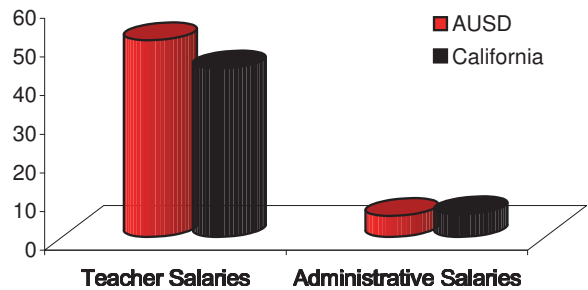
Average Salary Information Teachers-Principals-Superintendent 2003-04