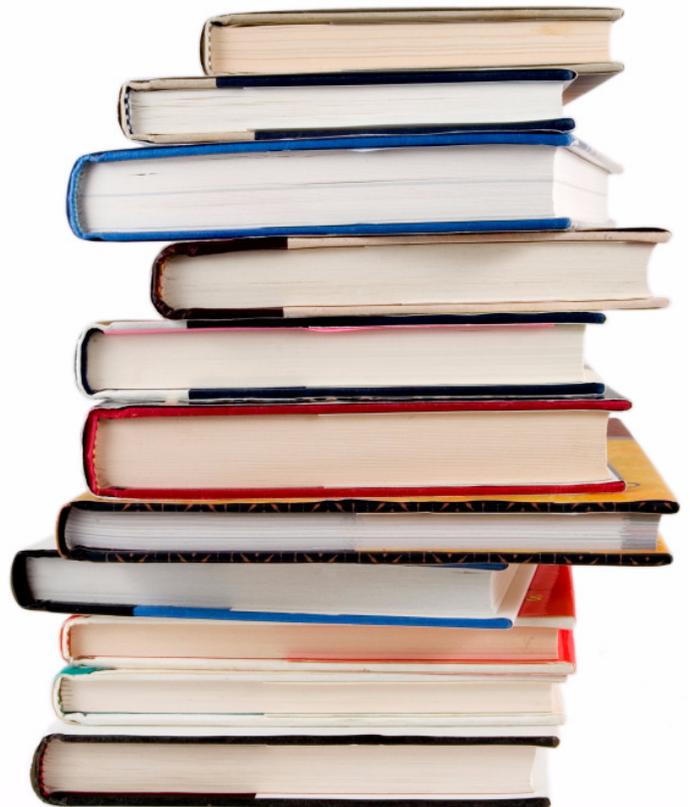


# Arcadia High School

School Accountability Report Card, 2012–2013  
Arcadia Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



# Arcadia High School

## School Accountability Report Card, 2012–2013 Arcadia Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2012–2013 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

[http://pub.schoolwisepress.com/sarc/links\\_2013\\_en.html](http://pub.schoolwisepress.com/sarc/links_2013_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

### How to Contact Our School

180 Campus Dr.  
Arcadia, CA 91007  
Principal: Brent Forsee  
Phone: (626) 821-8370

### How to Contact Our District

234 Campus Dr.  
Arcadia, CA 91007  
Phone: (626) 821-8300  
<http://district.ausd.net/home/index.asp>



## » Contents

ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

- [Principal's Message](#)
- [Measures of Progress](#)
- [Student Achievement](#)
- [Preparation for College and the Workforce](#)
- [Students](#)
- [Climate for Learning](#)
- [Leadership, Teachers, and Staff](#)
- [Resources](#)
- [School Expenditures](#)
- [Adequacy of Key Resources 2013–2014](#)
- [Data Almanac](#)



Published by  
**SCHOOL WISE PRESS**  
466 Green Street, Suite 303  
San Francisco, CA 94133  
Phone: (415) 432-7800  
[www.schoolwisepress.com](http://www.schoolwisepress.com)

©2013 Publishing 20/20

# Arcadia High School

School Accountability Report Card, 2012–2013  
Arcadia Unified School District

## » Principal's Message

The Arcadia High School (AHS) Accountability Report Card describes for our community the progress our school has made in the past year and our plans for the coming year. It reflects the focus for improvements at our site that directly impact the accomplishments of all our students.

We have a rigorous curriculum and high expectations of faculty and students. Although the students score very high on all local, state, and national tests, the faculty and administration recognize that students must compete against the most challenging international standards. As a result, they continue to improve and refine curriculum and instructional approaches. Arcadia High School is not a static organization that rests on its well-deserved laurels. It is a dynamic and creative school that constantly strives to prepare students for the world in which they will live and work.

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

If you wish to obtain additional information, please visit our website at [ahs.ausd.net](http://ahs.ausd.net) or contact the school directly at (626) 821-8370.

Brent Forsee, PRINCIPAL

**Grade range  
and calendar**

**9–12**

TRADITIONAL

**Academic  
Performance Index**

**893**

County Average: 725

State Average: 750

**Student enrollment**

**3,514**

County Average: 1,294

State Average: 1,114

## Major Achievements

- Arcadia High School continues to post impressive school-wide gains as measured by California's Academic Performance Index (API) for public schools. Our API for the 2012-13 school year is 893. AHS is one of the highest-performing large high schools in California. Our Hispanic/Latino students and socio-economically disadvantaged students made significant gains and have some of the highest scores for their subgroup in the state.
- The implementation of guideline assessments in all core subject areas has continued over the past several years. Our expectation is that Arcadia High will continue to post impressive year-to-year academic achievement gains in all areas and for all subgroups of students.
- As a result of our WASC Action Plan, in the spring of 2012 Arcadia High School implemented the nationally recognized AVID Program (Advanced Via Individual Determination). AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Cohort One consists of 31 tenth grade students while Cohort Two has 24 ninth grade students.
- Arcadia High School continues to post excellent results on the California High School Exit Examination (CAHSEE). In the 2012 - 2013 school year, sophomores taking the test for the first time had over a 95 percent passing rate on the English language arts portion of the exam and over a 95 percent passing rate on the mathematics portion of the exam.
- Twenty-two seniors were named National Merit Semifinalists based on their performance on the PSAT/National Merit Scholarship Qualifying Test in 2013, and nearly four out of five AHS students scored above average on the SAT. Over 1,000 AHS students participated in nearly 2,000 Advanced Placement tests. The passing rate was stellar, with 81 percent earning passing scores of three, four, or five.

## Focus for Improvement

- Arcadia High School Staff started to study the Common Core State Standards (CCSS) adopted by the state of California in order to align them with our curriculum and instruction. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide. The focus of professional development has been the implementation of these new state standards. During the summer, teachers had an opportunity to meet and start creating new pacing guides.
- In 2011-2012 all stakeholders participated in the accreditation self-study for Western Association of Schools and Colleges (WASC) visiting team. The result of that visit was a successful six-year clear accreditation for a plan that will drive school improvement. Please see our WASC entry on the school website at [ahs.ausd.net](http://ahs.ausd.net). This document continues to be the guiding principle in school-wide instructional decisions.
- Starting in 2008 with the passage of the Measure I bond, we have renovated and constructed a new state-of-the-art science building with 16 new labs, a new student-support services building with additional classrooms, and a 1,200-seat performing arts center with additional classrooms for dance, drama, and orchestra and a 135 seat lecture hall. The science building and the student services building opened in fall 2010, while the performing arts center (PAC) opened in the fall of 2012.
- In the fall of 2013, students returned to a brand new quad and updated classrooms in rows E, F, and G. The renovations provide all classrooms with updated technology to create a standard that will integrate technology with the learning process.
- In addition, AHS continues to support extracurricular activities, including more than 50 athletic teams who participate in 13 California Interscholastic Federation (CIF) sports. Over 900 students participate in athletics and are successful in numerous Pacific League championships. We have over 900 students participating in the performing arts and over 50 active clubs on campus encompassing curricular, service, and general interests for all students.

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>893</b>
<b>Growth attained from prior year</b>	<b>-4</b>
<b>Met subgroup* growth targets</b>	<b>No</b>

Arcadia’s API was 893 (out of 1000). This is a decline of 4 points compared with last year’s API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

**API RANKINGS:** Based on our 2011–2012 test results, we started the 2012–2013 school year with a base API of 897. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all high schools in California, our school ranked 10 out of 10.

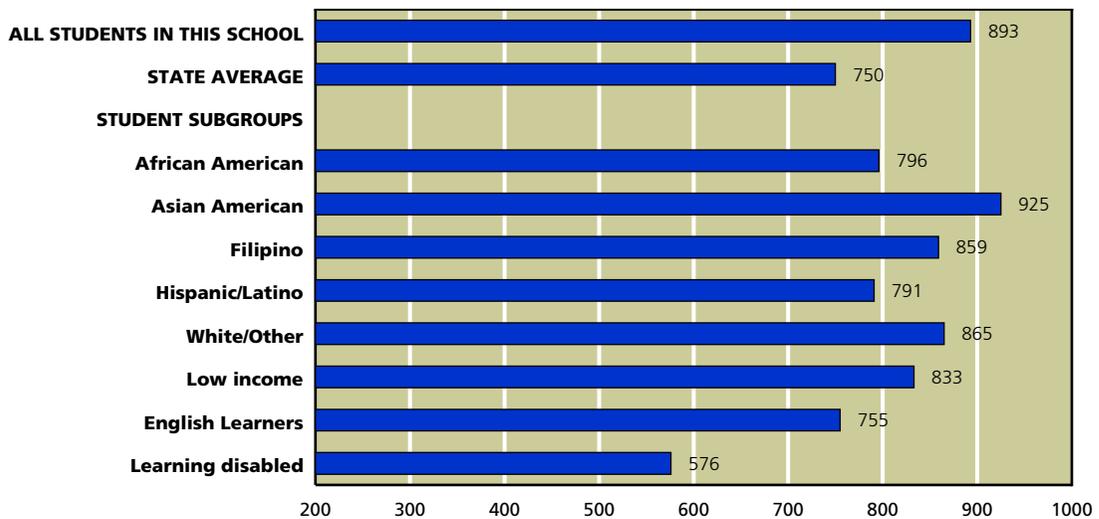
\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 6 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2012–2013 school year. Just for reference, 33 percent of high schools statewide met their growth targets.

**API, Spring 2013**



SOURCE: API based on spring 2013 test cycle. State average represents high schools only. NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met 20 out of 22 criteria for yearly progress. Because we fell short in two areas, we did not make AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE) and the California Alternate Performance Assessment (CAPA): 88.9 percent on the English/language arts test and 88.7 percent on the math test. All significant ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 770 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE or CAPA. Fourth, the graduation rate for the class of 2012 must be higher than 90 percent (or satisfy alternate improvement criteria).

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>No</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>No</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Met graduation rate</b>	<b>Yes</b>
<b>Program Improvement school in 2013</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students’ test results in the 2012–2013 school year or earlier.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 88.9% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 88.7% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>Asian American</b>	●	●	●	●
<b>Hispanic/Latino</b>	●	●	●	●
<b>White/Other</b>	●	●	●	●

SOURCE: AYP release of September 2013, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

**NOTE:** Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

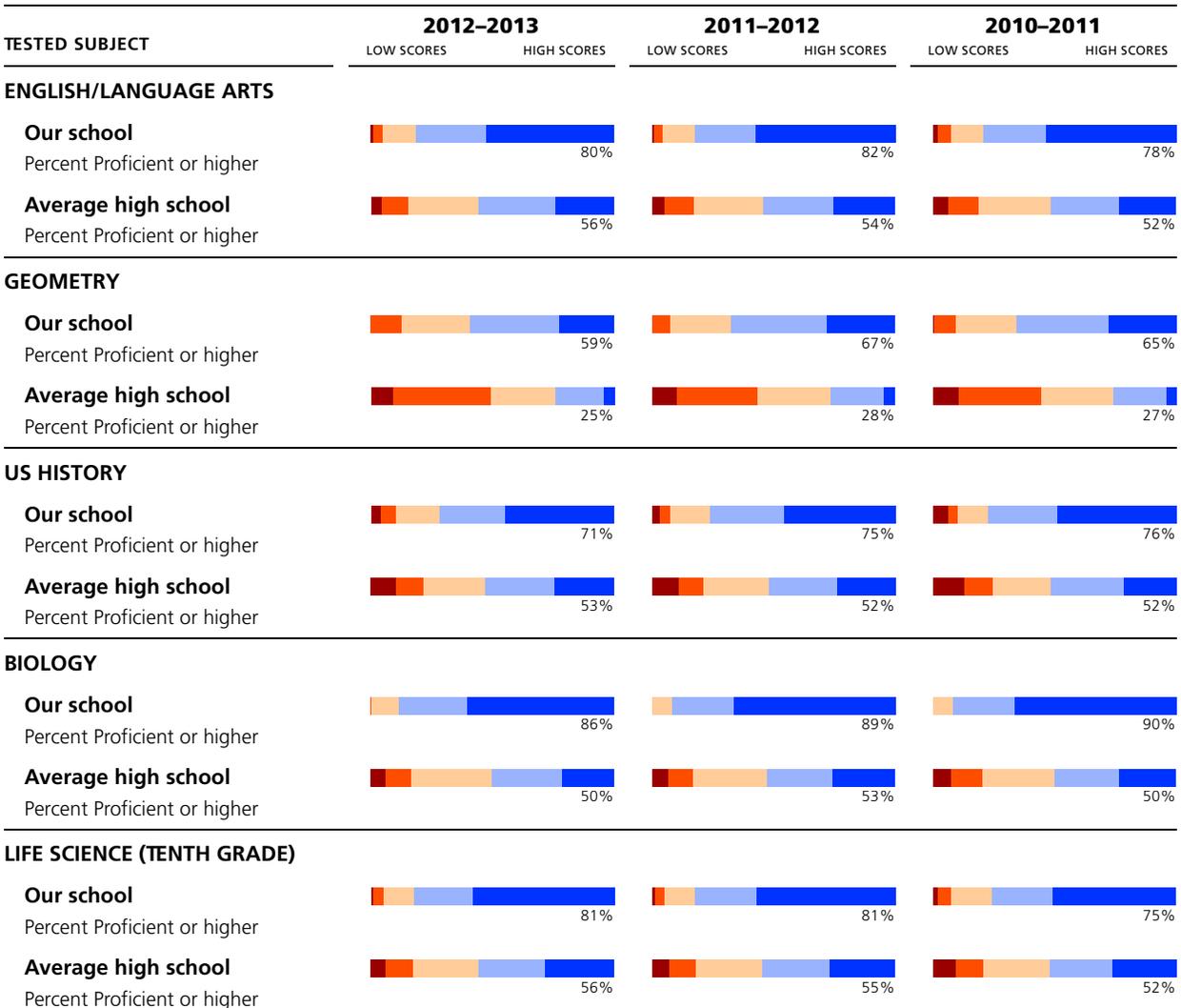
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2013 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH?** In two subjects, the answer is “yes,” and in two more the answer is “no.” The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012–13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012–13 as they were in the past.

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California’s standards to be among the most clear and rigorous in the country. Just 57 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS’ SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

**WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT?** California’s test program includes many tests not mentioned in this report. For brevity’s sake, we’re reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we’ve selected biology and the tenth grade life science test. For math, we’ve selected two courses: Algebra I, which students take if they haven’t studied and passed it in eighth grade; and Geometry. In social studies, we’ve selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

### English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			80%	97%	<b>SCHOOLWIDE AVERAGE:</b> About 24 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			52%	93%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			56%	94%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

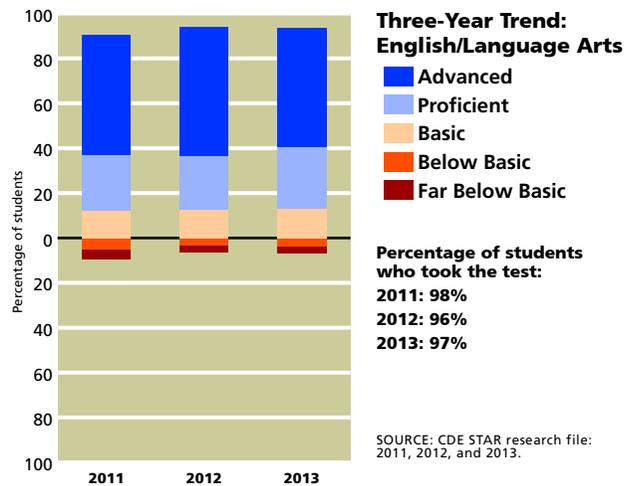
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			79%	1,266	<b>GENDER:</b> About three percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			82%	1,286	
<b>English proficient</b>			85%	2,339	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			21%	213	
<b>Low income</b>			65%	444	<b>INCOME:</b> About 18 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			83%	2,105	
<b>Learning disabled</b>			31%	109	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			82%	2,443	
<b>African American</b>			64%	47	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			85%	1,686	
<b>Filipino</b>			80%	82	
<b>Hispanic/Latino</b>			63%	325	
<b>White/Other</b>			77%	402	

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



SOURCE: CDE STAR research file: 2011, 2012, and 2013.

### Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			52%	8%	<b>SCHOOLWIDE AVERAGE:</b> About 30 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			22%	26%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			22%	26%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

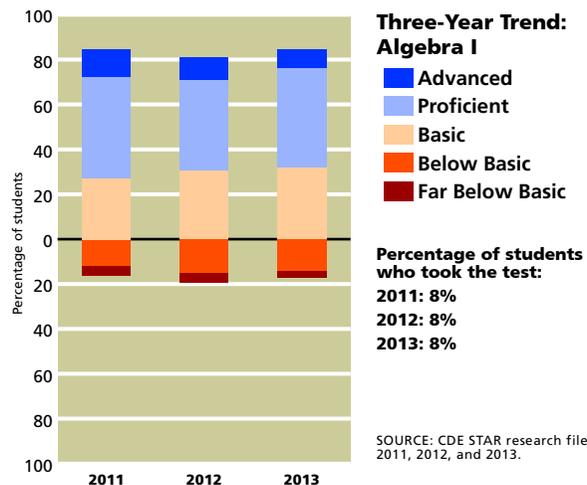
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			56%	101	<b>GENDER:</b> About nine percent more boys than girls at our school scored Proficient or Advanced.
Girls			47%	98	
English proficient			52%	163	<b>ENGLISH PROFICIENCY:</b> English Learners scored about the same on this test as did students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			53%	36	
Low income			54%	50	<b>INCOME:</b> About three percent more students from lower-income families scored Proficient or Advanced than our other students.
Not low income			51%	149	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	19	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			52%	180	
Asian American			62%	68	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			39%	64	
White/Other			55%	51	

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About eight percent of our students took the algebra CST, compared with 26 percent of all high school students statewide. To read more about California’s **math standards**, visit the CDE’s Web site.



### Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			59%	23%	<b>SCHOOLWIDE AVERAGE:</b> About 34 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			23%	26%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			25%	27%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

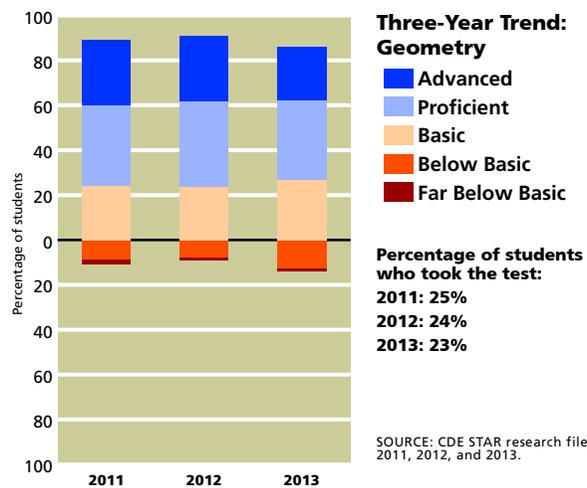
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			59%	287	<b>GENDER:</b> About the same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			60%	315	
<b>English proficient</b>			59%	564	<b>ENGLISH PROFICIENCY:</b> English Learners scored about the same on this test as did students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			58%	38	
<b>Low income</b>			50%	101	<b>INCOME:</b> About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			61%	499	
<b>Learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	14	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
<b>Not learning disabled</b>			60%	588	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	15	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			73%	345	
<b>Filipino</b>	DATA STATISTICALLY UNRELIABLE		N/S	29	
<b>Hispanic/Latino</b>			32%	91	
<b>White/Other</b>			47%	118	

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 23 percent of our students took the geometry CST, compared with 27 percent of all high school students statewide. To read more about the [math standards for all grades](#), visit the CDE’s Web site.



### US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			71%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 18 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			50%	96%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			53%	96%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

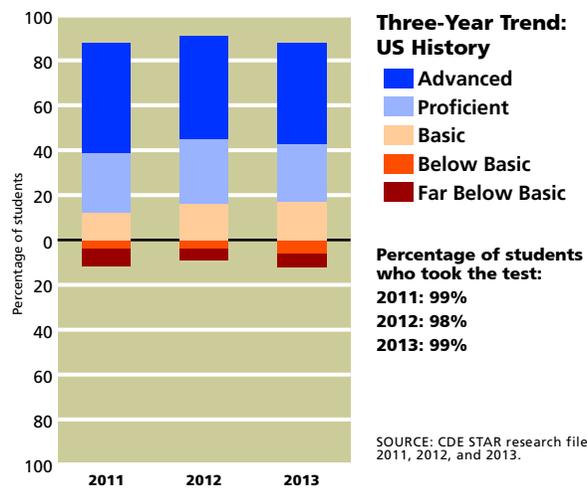
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			75%	421	<b>GENDER:</b> About seven percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			68%	480	
<b>English proficient</b>			75%	833	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			18%	68	
<b>Low income</b>			55%	159	<b>INCOME:</b> About 20 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			75%	742	
<b>Learning disabled</b>			25%	63	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			74%	838	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	17	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			78%	600	
<b>Filipino</b>			61%	31	
<b>Hispanic/Latino</b>			47%	99	
<b>White/Other</b>			67%	151	

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the eleventh grade **US history standards**, visit the CDE’s Web site.



### Biology

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			86%	36%	<b>SCHOOLWIDE AVERAGE:</b> About 36 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			45%	41%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			50%	40%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

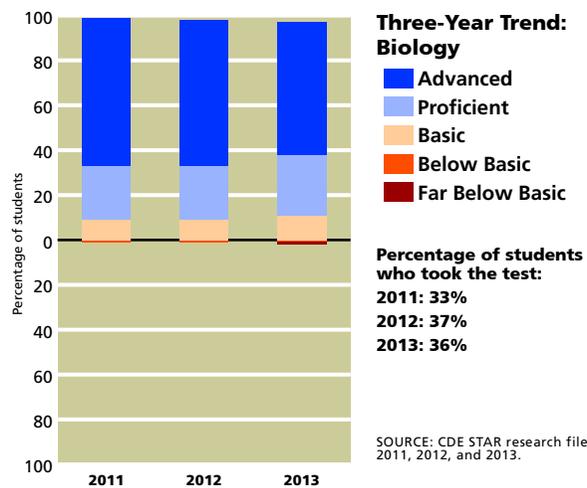
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			90%	465	<b>GENDER:</b> About seven percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			83%	490	
<b>English proficient</b>			89%	906	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			41%	49	
<b>Low income</b>			77%	141	<b>INCOME:</b> About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			88%	813	
<b>Learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	17	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
<b>Not learning disabled</b>			87%	938	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	16	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			89%	681	
<b>Filipino</b>	DATA STATISTICALLY UNRELIABLE		N/S	23	
<b>Hispanic/Latino</b>			71%	89	
<b>White/Other</b>			85%	143	

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 36 percent of our students took the biology CST, compared with 40 percent of all high school students statewide. To read more about the [California standards for science](#) visit the CDE's Web site.



### Life Science (Tenth Grade)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			81%	96%	<b>SCHOOLWIDE AVERAGE:</b> About 25 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			52%	93%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			56%	93%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

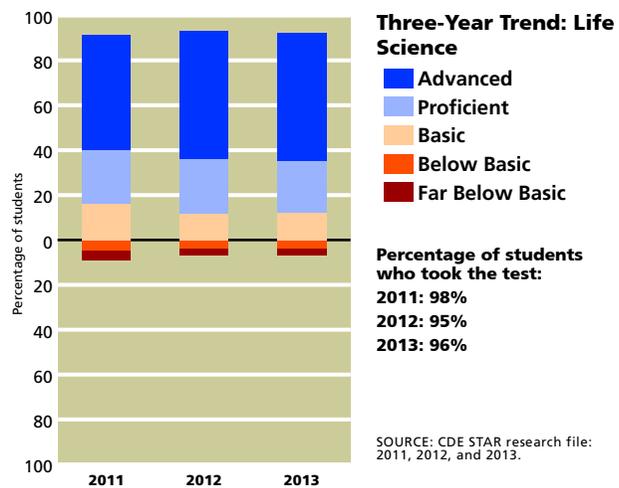
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			83%	451	<b>GENDER:</b> About five percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			78%	409	
<b>English proficient</b>			86%	788	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			28%	72	
<b>Low income</b>			65%	139	<b>INCOME:</b> About 19 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			84%	721	
<b>Learning disabled</b>			48%	31	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			82%	829	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	19	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			86%	568	
<b>Filipino</b>	DATA STATISTICALLY UNRELIABLE		N/S	25	
<b>Hispanic/Latino</b>			57%	110	
<b>White/Other</b>			84%	134	

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our tenth grade students’ scores on the mandatory life science test have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **science standards** on the CDE’s Web site. Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.



**Other Measures of Student Achievement**

All curricula at Arcadia High School are aligned to California State Standards when standards are available. The instructional materials adoption process includes a review of these materials in light of the most current standards. When state standards are not available, AHS uses national standards when developing curricula.

Many departments on campus utilize periodic benchmark examinations to measure students' attainment of the standards throughout the school year. On the annual California Standards Tests administered each spring, a vast majority (typically 70% or greater) of AHS students continue to perform at the proficient or advanced levels in nearly every subject area. In addition to students performing at top levels, fewer and fewer students are scoring at the lower levels (below basic and far below basic) on the CST every year.

**PREPARATION FOR COLLEGE AND THE WORKFORCE**

In the fall of 2013, 93 percent of Arcadia High’s graduating seniors went directly to college, with over 69 percent of graduates going straight to a four-year college or university. 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. In addition, students have access to a variety of Regional Occupational Program (ROP) courses offered through the county program.

Our graduates who do enter college are highly successful in their postsecondary educational endeavors. Data from the graduating classes of 2003 to 2008 show that 93 percent of AHS graduates who enter their first year of college return for their sophomore year (as compared to a national average that is below 70 percent). These statistics indicate that a vast majority of AHS graduates are fully prepared for the rigors of college study.

Our guidance counselors notify students and their families of our district’s SAT and ACT preparation seminars. They send emails and newsletters to families regularly about testing dates, upcoming visits from college representatives, financial aid seminars, and application deadlines. Additionally, the career center is well supplied with information about colleges, universities, and trade schools.

Teachers on campus make connections with individual students to encourage them in their aspirations. Juniors meet with their guidance counselor in the fall and spring to discuss progress toward graduation and options for college or work. Seniors meet with their counselors at least twice in the fall and in the spring to stay focused on their post-graduation goals.

**SAT College Entrance Exam**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>SAT participation rate</b>	Percentage of seniors who took the test	70%	49%	44%
<b>SAT critical reading</b>	Average score of those who took the SAT critical reading test	580	466	491
<b>SAT math</b>	Average score of those who took the SAT math test	640	486	510
<b>SAT writing</b>	Average score of those who took the SAT writing test	595	471	491

SOURCE: SAT test data provided by the College Board for the 2011–2012 school year. County and state averages represent high schools only.

In the 2011–2012 academic year, 70 percent of Arcadia seniors took the SAT, compared with 44 percent of high school students in California.

Arcadia students’ average score was 580 on the critical reading portion of the SAT, compared with 491 for students throughout the state. Arcadia students’ average score was 640 on the math portion of the SAT, compared with 510 for students throughout the state. Arcadia students’ average score was 595 on the writing portion of the SAT, compared with 491 for students throughout the state.

### College Preparation

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>2012 graduates meeting UC or CSU course requirements</b>	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	76%	41%	41%

SOURCE: Enrollment in UC/CSU qualifying courses comes from CALPADS, October 2012. County and state averages represent high schools only.

In the 2011–2012 school year, 76 percent of Arcadia’s graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with 41 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the [California State University](#) system requires applicants to take in high school, which are referred to as the A-G course requirements, can be reviewed on the CSU’s official Web site. The [University of California](#) has the same set of courses required.

Another view of our school’s effectiveness in preparing students for college is to ask: “How many of our students took courses in the 2012-13 school year that met the requirements for admission to the UC or CSU systems?” The answer to that question is contained in the Data Almanac, which is the last section of this annual report.

### Advanced Placement Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including [Advanced Placement \(AP\)](#) courses. These courses are intended to be the most rigorous and challenging courses available. Most colleges regard AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Enrollment in AP courses</b>	Percentage of AP course enrollments out of total course enrollments	11%	5%	4%

SOURCE: This information provided by the California Department of Education.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their materials. The number of AP courses offered is one indicator of a school’s commitment to prepare its students for college, but students’ participation in those courses and their test results are, in part, a measure of student initiative.

Students who take AP courses and pass the AP exams with scores of 3 or higher may qualify for college credit. Our high school offers 25 different courses that you’ll see listed in the table.

More information about the [Advanced Placement program](#) is available from the College Board.

AP COURSES OFFERED	NUMBER OF COURSES
<b>Fine and Performing Arts</b>	4
<b>Computer Science</b>	0
<b>English</b>	2
<b>Foreign Language</b>	6
<b>Mathematics</b>	5
<b>Science</b>	6
<b>Social Science</b>	2
<b>Total</b>	25

SOURCE: This information is provided by the California Department of Education.

### AP Exam Results, 2011–2012

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Completion of AP courses</b>	Percentage of juniors and seniors who completed AP courses and took the final exams	56%	35%	32%
<b>Number of AP exams taken</b>	Average number of AP exams each of these students took in 2011–2012	2.0	1.8	1.8
<b>AP test results</b>	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	83%	53%	59%

SOURCE: AP exam data provided by the College Board for the 2011–2012 school year.

Here at Arcadia, 56 percent of juniors and seniors took AP exams. In California, 32 percent of juniors and seniors in the average high school took AP exams. On average, those students took 2.0 AP exams, compared with 1.8 for students in the average high school in California.

### California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to [frequently asked questions](#) about the exit exam can be found on the CDE Web site. Additional information about the [exit exam results](#) is also available there.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>English/language arts</b>			
2012–2013	82%	82%	57%
2011–2012	80%	80%	56%
2010–2011	84%	84%	59%
<b>Math</b>			
2012–2013	89%	88%	60%
2011–2012	87%	87%	58%
2010–2011	89%	88%	56%

SOURCE: California Department of Education, SARC research file.

The table that follows shows how specific groups of tenth grade students scored on the exit exam in the 2012–2013 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Sample [questions and study guides](#) for the exit exam are available for students on the CDE Web site.

**CAHSEE Results by Subgroup**

	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
<b>Tenth graders</b>	18%	21%	61%	11%	28%	61%
<b>African American</b>	30%	30%	40%	45%	30%	25%
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	15%	17%	68%	4%	22%	74%
<b>Filipino</b>	19%	27%	54%	19%	38%	42%
<b>Hispanic or Latino</b>	37%	29%	35%	36%	44%	20%
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>White (not Hispanic)</b>	16%	22%	63%	16%	37%	47%
<b>Two or more races</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	20%	20%	60%	9%	26%	65%
<b>Female</b>	16%	21%	63%	14%	30%	57%
<b>Socioeconomically disadvantaged</b>	32%	32%	36%	22%	36%	42%
<b>English Learners</b>	81%	14%	5%	22%	45%	34%
<b>Students with disabilities</b>	73%	21%	6%	65%	27%	8%
<b>Students receiving migrant education services</b>	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

### High School Completion

This table shows the percentage of seniors in the graduating class of 2013 who met our district’s graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE twice in their junior year and up to five times in their senior year. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about [CAHSEE results](#), and additional detail by gender, ethnicity, and English language fluency, is available on the CDE Web site.

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2013)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	100%	100%
African American	71%	67%
American Indian or Alaska Native	0%	0%
Asian	100%	100%
Filipino	N/A	N/A
Hispanic or Latino	85%	83%
Pacific Islander	N/A	N/A
White (not Hispanic)	100%	100%
Two or more races	50%	50%
Socioeconomically disadvantaged	89%	87%
English Learners	100%	100%
Students with disabilities	100%	100%

SOURCE: This data comes from the school district office.

### Dropouts and Graduates

By offering courses for a wide range of skill levels as well as remedial classes and focused interventions, most students find that they can succeed at our school. Our counselors meet with students individually and in groups to help them with personal problems. We also connect students with further counseling through community mental health agencies. If a student stops coming to school, we contact the parents and hold a conference with them and the student. Often we can devise a plan that will keep the student in school. In some cases we refer a student to our Independent Study Program at Rancho High School.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Dropout rate (four year)</b>			
Class of 2012	0%	15%	13%
Class of 2011	1%	17%	15%
Class of 2010	1%	19%	17%
<b>Graduation rate (four year)</b>			
Class of 2012	99%	75%	79%
Class of 2011	98%	74%	77%
Class of 2010	98%	70%	75%

SOURCE: Dropout data comes from CALPADS, October 2012.

The Skills for School Success course, created by the Core Teacher Team (CTT) in 2010 – 2011, is designed for students who are struggling academically due to a lack of organizational study skills necessary to succeed. Incoming ninth graders will be recommended by their middle school counselors for enrollment in the Skills for School Success Course. Counselors will make recommendations based on a combination of academic grades that do not reflect the full potential of the student when viewed in conjunction with their CST scores and other factors. Students placed in this class are required to drop one of their electives. Parents of these students are given an opportunity to have their child stay in their elective course and not enroll in the Skills for School Success course.

The Link Crew Program, which is designed to assist ninth grade students become connected to Arcadia High School, was instituted in 2012–2013. The development of this program began with the training of six teachers to be the adult coordinators. Additional adult coordinators were trained in 2013. Student Link Crew leaders were identified based on application, recommendation, and interview. These junior and senior student leaders were trained to lead small groups of ninth graders throughout the year in many activities that will help them connect socially and academically. There are well over 100 student leaders and over 900 ninth graders. The student leaders are each assigned ten or less ninth grade students to support and assist throughout the school year. The feedback from students and parents has been very positive.

Steps have been taken to improve the attendance of students who have struggled in this area. The steps involved student contracts, student/parent meetings, and an organized plan to support the improvement process.

**DROPOUT RATE:** We define a **dropout** as any student who left school before completing the 2011–2012 school year, or who hasn't re-enrolled in school for the 2012–2013 year by October 2012.

In the past, identifying dropouts was difficult because students often did not report why they were leaving or where they were going. Now districts use the Statewide Student Identifier (SSID), which can locate students who have enrolled in schools elsewhere in California, making dropout counts more accurate. This tracking system has been in place since the 2006–2007 school year.

**GRADUATION RATE:** This is the second year that the California Department of Education has relied upon its new system for counting whether individual students graduate in four years. Because officials have gathered this data for six years, they are now able to report on the graduation rates of the students who graduated in 2010, 2011 and 2012. This new approach to tracking individual students replaces a method of estimating graduation rates based on the numbers of students enrolled in each grade level. As a result, the new method is far more accurate.

Note that the high school completion rate we report in the preceding section shows only how many seniors graduated. The rate we report here indicates how students have fared over the four years leading to graduation.

### Workforce Preparation

The Regional Occupational Program (ROP) offers an extensive variety of career-technical classes. These classes include career preparation of the highest standards and are suitable for students planning to enter the workforce or attend college. In fact, the ROP career-technical programs in graphic design, video production, computer programming, and computer networking have specific 2+2 pathways so that students can seamlessly continue their education after high school at Pasadena City College. In addition, many of the ROP offerings at Arcadia High School are considered college preparatory and meet the rigorous A–G college entrance requirements of the University of California and California State University systems.

ROP classes are designed to provide academic studies and hands-on training using classroom and community work sites. A certificate of achievement is awarded following successful completion of every class. Every ROP class includes a core curriculum of effective communication, accessing and managing job-related resources, setting career and life goals, and accepting personal responsibility. Some of the classes that students can enroll in during the school day and after school include video production, advanced placement and college prep computer science, business management, computer hardware and networking, civil and criminal law, cross-age literacy, culinary science, graphic design, digital photography, dance, robotics, and sports medicine. All ROP courses help satisfy graduation requirements and many are UC approved.

The Workability Program and the Transition Partnership Program provide students with special needs opportunities to be placed at local businesses to gain work-related skills, further expanding an understanding of the importance of their education as it relates to the postsecondary educational plans.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 824 students in career technical education courses.

KEY FACTOR	OUR SCHOOL
<b>Number of students participating in CTE courses</b>	824
<b>Percentage of students completing a CTE program and earning a high school diploma</b>	100%
<b>Percentage of CTE courses coordinated with colleges</b>	24%

SOURCE: Information provided by the school district.

You can find information about our school’s CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about [career technical education](#) policy is available on the CDE Web site.

**STUDENTS**

**Students’ English Language Skills**

At Arcadia, 92 percent of students were considered to be proficient in English, compared with 89 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	92%	87%	89%
English Learners	8%	13%	11%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent high schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 283 students classified as English Learners. At Arcadia, the language these students most often speak at home is Mandarin (Putonghua). In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	5%	87%	83%
Vietnamese	1%	1%	2%
Cantonese	17%	2%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	1%	1%	2%
Korean	7%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	69%	8%	9%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent high schools only.

**Ethnicity**

Most students at Arcadia identify themselves as Asian/Pacific Islander. In fact, there are about five times as many Asian/Pacific Islander students as White students, the second-largest ethnic group at Arcadia. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	9%	7%
Asian American/Pacific Islander	68%	11%	12%
Hispanic/Latino	14%	62%	49%
White	15%	15%	28%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. County and state averages represent high schools only.

**Family Income and Education**

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$42,643 a year (based on a family of four) in the 2012–2013 school year. At Arcadia, 16 percent of the students qualified for this program, compared with 52 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	16%	62%	52%
Parents with some college	86%	49%	58%
Parents with college degree	74%	28%	34%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 86 percent of the students at Arcadia have attended college and 74 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 73 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

The table at the right shows average class sizes for core courses. The average class size of all courses at Arcadia varies from a low of 24 students to a high of 30. Our average class size schoolwide is 28 students. The average class size for high schools in the state is 26 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	OUR DISTRICT
English	24	24
History	29	29
Math	29	29
Science	30	30

SOURCE: California Department of Education, SARC Research File. District averages represent high schools only.

**Safety**

Arcadia High School provides a safe, clean environment for students, staff, and volunteers.

The campus security personnel monitor the school grounds before classes begin, for fifteen minutes after dismissal, and throughout the school day. An Arcadia Police Department resource officer assists with campus security and safety.

Visitors must sign in at the office and wear a clearly identifiable visitor badge. We do not have a closed campus; seniors in good academic and behavioral standing are allowed to have lunch off campus.

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school website and keep copies in the office for parents. Each staff member has an emergency binder with a copy of the plan and attendance forms; the plan is reviewed at a school-wide staff meeting. We practice fire drills once a quarter and an earthquake and lockdown drill at least once a year.

**Discipline**

Students at AHS are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. We inform parents of school and classroom activities and policies by means of the parent/student handbook, PTSA newsletter, the school website ([www.ahs.ausd.net](http://www.ahs.ausd.net)), and the Apache Days Packet on the web prior to student registration in the fall.

Our staff works to create and maintain an atmosphere of dignity and respect. The handbook, which is sent home at the beginning of each school year, outlines students’ rights and responsibilities, basic rules, and unacceptable behavior. It includes information on attendance, campus access/visitation, homework policy, dress code, traffic control, and the disaster plan. If necessary, lunch detention, Saturday school detention, and our new trash detail program, is used as a disciplinary aid in improving student behavior. We have random tardy sweeps to improve our students’ punctuality and attendance rate. Expulsions occur only when required by law or when all other alternatives are exhausted.

We promote a positive school climate by encouraging students to become involved in our many school activities. Our classes provide the appropriate level of challenge for a range of abilities. We also have safety nets in place such as counselors, mediation groups, and access to local resources such as Community Mental Health.

**Homework**

Arcadia Unified School District has a comprehensive homework policy in place. The governing board believes that 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 that will require time and effort outside the regular school day for successful completion. Homework is designed to serve specific purposes. It includes assignments that are designed to develop good study habits and promote independent learning; to prepare students for upcoming instruction; to provide practice or review of lessons taught; and to apply or extend concepts and skills taught in the classroom.

Peer tutoring is available after school in the AHS library four times a week for students who need additional help with their assignments. This is free to the students and they need not sign up to attend; the library is open to students for two hours after school Mondays through Thursdays.

**Schedule**

For the 2012–2013 school year, Arcadia High School offered 180 days of instruction, which included three minimum days for final exams at the end of each semester. All instructional time exceeded the daily and annual instructional minute requirements as specified in the California Education Code.

School began on August 28 and ended on June 13. Classes are held Monday through Friday from 8:00 a.m. to 2:45 p.m. Many clubs meet during lunch in the advisors' classrooms. Intramural and grade-level activities also take place during lunch. Assemblies are scheduled during the school day with special bell schedules. Generally, two assemblies are held to accommodate the entire student body.

Parent meetings were most often held in the evenings; Back-to-School Night, Showcasing Arcadia High, and Incoming Freshmen Orientations were also held in the evening. Sporting events were scheduled during the afternoons, evenings, and weekends. Performing arts programs were scheduled in the evenings or on weekends. School offices were open Monday through Friday from 7:30 a.m. to 4:00 p.m., with some time variations.

**Parent 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. For the first year, AHS is implementing an electronic grade book. Teachers are now using PowerSchool, which facilitates communication between school and the home.

Parent support groups are very active, including the PTSA, Arcadia Music Club, Arcadia Athletic Booster Club, Chinese, Hispanic, and Korean parent groups who support programs such as Diversity Week and cultural groups in our school community. Our dedicated Parent Teacher Student Association (PTSA) supports various school activities, such as classroom projects, Red Cross Drive, Back-to-School Night, and Spring Preview for our incoming freshman orientations.

Parents also serve as active members on the School Site Council (SSC), School Site Leadership Team (SSLT), and English Learner Advisory Committee (ELAC). We receive additional support from local community partners including the Arcadia Rotary Club and the Arcadia Educational Foundation.

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

Dr. Brent Forsee completed his first year as principal at Arcadia High during the 2012–13 year. Dr. Forsee earned his BA in history and his Masters in special education from Point Loma Nazarene University along with his administrative and pupil personnel services credentials. He completed his doctoral program at the University of Southern California in the spring of 2011. Dr. Forsee has taught regular and special education classrooms as well as served as a high school counselor and administrator.

Leadership at Arcadia High School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Dr. Forsee works directly with four assistant principals who share instructional leadership duties. The administrative team also includes a dean, an activities director and athletic director.

Teachers are encouraged to participate in the school’s leadership teams, which include the School Site Leadership Team, School Site Council (SSC), Student Study Team, English Language Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), Curriculum Committee, and as department chairs. Shared decision making, a broad-based curriculum, and research-based instructional strategy provide the basis for excellent instruction. The staff at Arcadia High School strives to provide all students with a quality education and an opportunity for success.

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	2%	N/A	0%
<b>Out-of-field teaching: courses</b>	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	1%	N/A	N/A
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	99%	N/A	N/A
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	1%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

**PLEASE NOTE:** Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2013.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About one percent of our teachers were working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2013–2014 school year.

**Districtwide Distribution of Teachers Who Are Not “Highly Qualified”**

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	1%
<b>Schools with more than 40% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	0%
<b>Schools with less than 25% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	1%

SOURCE: Data is from the California Department of Education, SARC research file.

**Staff Development**

The district designates time for staff collaboration, planning, and professional development. Staff development days enable staff members to plan and deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs.

In the past year, staff members were offered one staff development day. Staff development topics for the 2012 – 2013 school year included effective instruction and critical thinking, implementation of the electronic grade book, and discussion of the common core curriculum.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
<b>2012–2013</b>	1.0
<b>2011–2012</b>	1.0
<b>2010–2011</b>	3.0

SOURCE: This information is supplied by the school district.

## Evaluating and Improving Teachers

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 to perform teacher evaluations.

Teachers are evaluated on their performance of district-adopted criteria, which include engaging and supporting all students in learning, understanding and organizing subject matter, assessing student learning, creating and maintaining effective environments, 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 program, which uses exemplary teachers to help permanent and beginning teachers with subject matter knowledge and teaching strategies. Beginning Teachers Support and Assessment support provides professional development for implementation in the classroom.

## Substitute Teachers

Generally, the district does not experience problems finding qualified substitute teachers and has an adequate pool of fully credentialed substitutes.

Administrative or support staff fill in for the absent teacher if a substitute is not available. Also, teachers use their conference periods to help out when necessary.

## Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

**ACADEMIC GUIDANCE COUNSELORS:** Our school has nine full-time equivalent academic counselors, which is equivalent to one counselor for every 390 students. More information about [counseling and student support](#) is available on the CDE Web site.

## Specialized Programs and Staff

The Student Support Personnel Team (SSPT) of Arcadia High School plays a vital role in creating opportunities for all students to achieve academic success in a safe learning environment. It is an integral component of the personal, academic and career development of all students. In direct alignment with the American School Counseling Association’s National Standards for School Counseling, the team employs effective strategies to foster emotional well-being, develop sound decision-making skills, improve academic performance in the classroom and on standardized assessments, and prepare students for post-secondary opportunities.

The SSPT is critical to the School Safety Plan and the school’s Single Plan for Student Achievement, which incorporates the Arcadia High School Support Personnel Accountability Report Card (SPARC).

The SPARC, which is produced yearly, highlights the SSP Team’s student results from the prior year, community partnerships and resources, and the team focus for improvement for the upcoming year. The Arcadia High School Student Support motto “Bright Futures Begin Here” exemplifies the positive commitment the team brings to help all students do their best.

For more information on counseling programs, see the latest Support Personnel Accountability Report Card or visit the counseling website at [counseling.ahs.ausd.net](http://counseling.ahs.ausd.net).

STAFF POSITION	STAFF (FTE)
Academic counselors	9.0
Behavioral/career counselors	0.0
Librarians and media staff	0.0
Psychologists	0.8
Social workers	0.0
Nurses	1.0
Speech/language/hearing specialists	1.2
Resource specialists	9.0

SOURCE: Data provided by the school district.

## **Gifted and Talented Education (GATE)**

Arcadia High School provides enrichment and extended learning for students who have demonstrated exceptional abilities. It is delivered through our extremely challenging Advanced Placement (AP) and honors courses in every subject area.

## **Special Education Program**

We have fourteen full-time and two part-time special education teachers; one full-time language/speech specialist, and one part-time speech therapist. There are 42 instructional assistants who help the teachers and students in the classroom.

Students in the special education program have been specifically identified as having a learning disability or other condition that requires an accommodation and/or modification in their educational program. These disabilities and/or conditions include dyslexia, auditory or visual processing problems, varying degrees of autism, memory issues (including both short- and long-term memory storage), attention deficits, hearing or vision impairment, and/or emotional disturbances, all of which interfere with the students' ability to learn without some degree of accommodations or modification.

A series of diagnostic assessments are used to identify disabilities; they show a discrepancy between the student's actual performance and their ability to learn. The Individualized Education Program (IEP) team of parents, teachers, an administrative designee, and others determine the appropriate placement for individual students as needed. Each student who has an active IEP is assigned to a case carrier (a special education teacher) who is responsible for monitoring the student throughout the school year.

Case carriers communicate with the general education classroom teachers about student progress and inform teachers of any accommodations or modifications that are needed, such as special equipment (amplifiers, mobility equipment, enlarging devices), additional time for taking tests, and/or a test reader. Some of these accommodations take place in our Resource Center, which operates throughout the entire school day and is always staffed with a full-time special education teacher and at least one instructional assistant.

Once a year, the IEP team assesses student progress and reviews and amends learning goals as needed. Further assessment is conducted three times a year to ascertain if services need to be changed. Case carriers also work with students and parents on long-term educational and occupation-related goals.

## **English Learner Program**

Arcadia High School uses the Home Language Survey and the California English Language Development Test (CELDT) to identify English Learners. Once the school identifies students' levels of proficiency, they are placed in small-group instruction in the appropriate English Language Development (ELD) level. ELD classes meet every day with an ELD teacher for two periods. Students are included in general education classes for PE and electives.

All three ELD teachers are highly qualified and have Cross-cultural Language and Academic Development (CLAD) certification. They also have many years of experience to serve the needs of approximately 134 English Learners representing many languages. A majority of students speak Mandarin as their first language. All ELD students are prepared to take the California High School Exit Exam (CAHSEE) using a variety of instructional materials and the MyAccess Writing Program. English Learners are grouped by proficiency levels in each of the three academic levels of English, science and social science classes.

The goal of the ELD program is to help English Learners achieve success in English in order to communicate effectively and to learn the skills necessary to be successful in an academic setting.

We encourage the parents of our English Learners to join our English Language Advisory Committee (ELAC). All communication with parents is provided in the parents' home language, and our website provides information in English, Spanish, and Mandarin.

## RESOURCES

### Buildings

Arcadia High School was built in 1952 and underwent renovation in 1995–1996. The 2008–2009 school year saw the beginning of a \$140 million, five-year construction and renovation project funded by the passage of a facilities-improvement bond. As part of the new construction, a new science building with 16 new labs; a student-support building with eight new classrooms, a TV studio, and seven computer labs; and a 134-seat lecture hall building were opened in the winter of the 2010–2011 school year.

A 1,200-seat performing arts center with three additional classrooms opened in the fall of the 2012–2013 school year. In addition, the G, F and E row classrooms were remodeled prior to the start of the 2013–2014 school year. The Arcadia High School campus will gain 30 new classrooms by the completion of this project.

The student lunch area was completely remodeled prior to the opening of the 2013–2014 school year. The addition of large male and female student restrooms was completed at the same time. The work on the North Gym, which includes a new floor and new bleachers, is slated to be completed before the middle of November 2013.

Each full-time teacher has his/her own classroom. In addition, the campus currently has two staff rooms, a library/media center, a TV studio, seven computer labs, a cafeteria, three music rooms, four locker rooms, two gyms, and four athletic fields. At the time of this publication, all of the school's student restrooms in areas not under construction were fully functioning.

The high school facilities manager works directly with the custodial staff employees to ensure a clean and safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

### Library

The Arcadia High School library includes over 20,000 fiction, nonfiction, and reference books that support the curriculum. There are computer workstations for class and student use on which students can access several subscription databases and the internet to conduct research for school projects.

The library is open from 7 a.m. to 5 p.m., Monday through Thursday, and until 3:00 p.m. on Friday. Students use the library before and after school, during lunch on their own, and during class time with their teachers to conduct research and study for class. Students check out books on their own for free reading or to complete class assignments.

The library is staffed with a full-time library assistant. A librarian-consultant who was a former high school librarian and a current college librarian, is available to staff and students on a regular basis throughout the school year. The librarian-consultant, in collaboration with classroom teachers, presents research lessons focusing on class assignments. She actively oversees the assessment of the library collection to determine which books need to be replaced and what books need to be added to the collection to support the current curriculum and the school-wide goals. Teachers, staff, and students advise the librarian-consultant of resources they would like to see in the library.

The library is supported by the school site budget, by state funds allocated for the library, and by gifts and grants from school and district support groups.

## Computers

A computer lab in the library is available for class use. Teachers can sign up for the class period they choose. The classroom labs are in use on school days during most class periods. There are computers in the library, and a separate computer lab is located on the second floor of the Student Services Building. This lab is also used for district training.

New and interim classrooms have SMART board technology. Computer carts for are available for teachers in classrooms that have not yet been updated, giving all students the opportunity to use technology.

Teachers are able to access computers with online programs both for instruction and research, attendance taking, and recording academic progress. Teachers and parents can communicate through email regarding student progress and attendance. With the PowerSchool program in place, the majority of teachers are entering students' grades online so that parents and students have access using specific log-ins and passwords.

Students use programs for research, to develop projects that use PowerPoint presentations, and as a tool to turn in papers, as required by specific classes. They also use the computer to research careers and to plan for future education. The Career Center has a computer center that is used for scheduling, career research, and educational research.

## Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those [textbooks](#) covered the California Content Standards.

## Curriculum and the Transition to the Common Core

For many years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

In 2010, California's State Board of Education voted to redefine what we teach. We are calling this the Common Core curriculum, because it is common or shared among schools in most states, and because it affects the core subjects. In 2012–2013, our district's teachers were already delivering a somewhat different curriculum in math and English/language arts. Changes to the science standards will follow in 2013–2014.

The [California Department of Education \(CDE\)](#) has published helpful background information about the Common Core curriculum. This includes a helpful [video introduction](#) as well as access to a [handbook for parents](#) of students in kindergarten through eighth grade. The full [math standards](#) are available as well as the standards for [English/language arts](#).

## Science Labs

Facts about our science labs, called for by the Williams legislation, are available in an online report. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2013–2014 school year.

**SCHOOL EXPENDITURES**

In addition to state funding, Arcadia Unified School District receives state and federal special-purpose funding for special education, students needing instructional support, English Learners, instructional materials, vocational education, special education for handicapped students and special education student transportation.

**Spending per Student (2011–2012)**

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 3,588 students.

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
<b>Unrestricted funds (\$/student)</b>	\$4,414	\$5,440	-19%	\$5,653	-22%
<b>Restricted funds (\$/student)</b>	\$769	\$1,932	-60%	\$3,083	-75%
<b>TOTAL (\$/student)</b>	\$5,183	\$7,372	-30%	\$8,736	-41%

SOURCE: Information provided by the school district.  
 \* Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

**Total Expenditures, by Category (2011–2012)**

Here you can see how much we spent on different categories of expenses. We’re reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
<b>Teacher salaries (all certificated staff)</b>	\$11,554,325	\$1,660,991	\$13,215,316	71%
<b>Other staff salaries</b>	\$1,251,274	\$457,947	\$1,709,221	9%
<b>Benefits</b>	\$2,629,658	\$404,657	\$3,034,315	16%
<b>Books and supplies</b>	\$139,999	\$127,632	\$267,631	1%
<b>Equipment replacement</b>	\$0	\$0	\$0	0%
<b>Services and direct support</b>	\$262,271	\$106,376	\$368,647	2%
<b>TOTAL</b>	\$15,837,527	\$2,757,603	\$18,595,130	

SOURCE: Information provided by the school district.  
 \* Totals may not add up to exactly 100% because of rounding.

### Compensation of Staff with Teaching Credentials (2011–2012)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 148 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$74,358	\$79,802	-7%	\$71,848	3%
Retirement benefits	\$6,145	\$6,588	-7%	\$5,888	4%
Health and medical benefits	\$4,803	\$5,116	-6%	\$10,391	-54%
Other benefits	\$1,394	\$1,480	-6%	\$720	94%
<b>TOTAL</b>	<b>\$86,699</b>	<b>\$92,987</b>	<b>-7%</b>	<b>\$88,847</b>	<b>-2%</b>

SOURCE: Information provided by the school district.  
 \* Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

### Total Certificated Staff Compensation (2011–2012)

Here you can see how much we spent on different categories of compensation. We’re reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$10,985,677	86%
Retirement benefits	\$907,810	7%
Health and medical benefits	\$709,534	6%
Other benefits	\$205,896	2%
<b>TOTAL</b>	<b>\$12,808,917</b>	

SOURCE: Information provided by the school district.  
 \* Totals may not add up to exactly 100% because of rounding.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of December 2013. The CDE may release additional or revised data for the 2012–2013 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2012); Language Census (March 2013); California Standards Tests (spring 2013 test cycle); Academic Performance Index (September 2013 growth score release); Adequate Yearly Progress (September 2013).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

## » Adequacy of Key Resources 2013–2014

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2013–2014. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



**TEACHERS**

**Teacher Vacancies**

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school’s and our district’s responsibility to fill that teacher’s vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2011–2012	2012–2013	2013–2014
<b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>			
Total number of classes at the start of the year	0	0	1
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	1
<b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

**NOTES:** This report was completed on Friday, November 01, 2013.

## Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2011–2012	2012–2013	2013–2014
<b>Teacher Misassignments</b>	Total number of classes taught by teachers without a legally recognized certificate or credential	23	26	0
<b>Teacher Misassignments in Classes that Include English Learners</b>	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	23	26	14
<b>Other Employee Misassignments</b>	Total number of service area placements of employees without the required credentials	0	0	0

**NOTES:** This report was completed on Friday, November 01, 2013.

## TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	FROM THE MOST RECENT OFFICIAL ADOPTION?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

**NOTES:** This report was completed on Wednesday, November 06, 2013. This information was collected on Wednesday, November 06, 2013.

## FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
<b>OVERALL RATING</b>	<b>Good</b>	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
<b>A. SYSTEMS</b>	<b>Good</b>	
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		HVAC unit in MB-1 storage area needs repair.
Sewer System		Recurring sewer problem in outflow line from F Row staff restroom
<b>B. INTERIOR</b>		
Interior Surfaces (Walls, Floors, and Ceilings)	<b>Fair</b>	[STATUS AS OF Nov 27, 2013] J Building carpet needs replacement and is scheduled for bond related carpet replacement Beginning summer of 2014.
<b>C. CLEANLINESS</b>	<b>Good</b>	
Overall Cleanliness		Former weight room currently used mostly for storage is in need of cleaning.
Pest or Vermin Infestation		No apparent problems.
<b>D. ELECTRICAL</b>		
Electrical Systems and Lighting	<b>Good</b>	No apparent problems.
<b>E. RESTROOMS/FOUNTAINS</b>	<b>Good</b>	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
<b>F. SAFETY</b>	<b>Good</b>	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
<b>G. STRUCTURAL</b>	<b>Good</b>	

AREA	RATING	DESCRIPTION
<b>Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)</b>		No apparent problems.
<b>Roofs</b>		No apparent problems.
<b>H. EXTERNAL</b>	<b>Good</b>	
<b>Playground/School Grounds</b>		No apparent problems.
<b>Windows, Doors, Gates, Fences (Interior and Exterior)</b>		No apparent problems.
<b>OTHER DEFICIENCIES</b>	<b>N/A</b>	No apparent problems.

**INSPECTORS AND ADVISORS:** This report was completed on Wednesday, November 27, 2013 by Michael Cooper (Operations Supervisor). The facilities inspection occurred on Monday, November 25, 2013. We employed the following staff or businesses in completing this report: Michael Cooper, Operations Supervisor David Angell, Senior Maintenance Mechanic The Facilities Inspection Tool was completed on Wednesday, November 27, 2013.

## SCIENCE LABS

Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.

Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
Biology A/B	Yes	Yes
Biology SADIE A/B	Yes	Yes
Biology AP A/B	Yes	Yes
Chemistry A/B	Yes	Yes
Chemistry SADIE A/B	Yes	Yes
Chemistry Honors A/B	Yes	Yes
Chemistry AP A/B	Yes	Yes
Physics A/B	Yes	Yes
Physics B AP A/B	Yes	Yes
Physics C AP A/B	Yes	Yes

### Notes

BIOLOGY	This report was completed on Wednesday, November 06, 2013.
CHEMISTRY	This report was completed on Wednesday, November 06, 2013.
PHYSICS	This report was completed on Wednesday, November 06, 2013.
EARTH SCIENCES	This report was completed on Wednesday, November 06, 2013.



## » Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



**STUDENTS AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	3,514
Black/African American	2%
American Indian or Alaska Native	0%
Asian	65%
Filipino	3%
Hispanic or Latino	14%
Pacific Islander	0%
White (not Hispanic)	15%
Two or more races	0%
Ethnicity not reported	0%
Socioeconomically disadvantaged	19%
English Learners	12%
Students with disabilities	3%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	821
Grade 10	901
Grade 11	925
Grade 12	867

SOURCE: CALPADS, October 2012.

**Average Class Size by Core Course**

The average class size by core courses.

SUBJECT	2010–2011	2011–2012	2012–2013
English	28	29	24
History	31	31	29
Math	30	29	29
Science	30	34	30

SOURCE: CALPADS, October 2012.

**Average Class Size by Core Course, Detail**

The number of classrooms that fall into each range of class sizes.

SUBJECT	2010–2011			2011–2012			2012–2013		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	41	35	62	20	8	53	36	19	84
History	11	27	49	5	8	24	14	43	44
Math	20	25	53	11	13	25	24	26	63
Science	7	19	41	4	9	24	10	30	35

SOURCE: CALPADS, October 2012.

### Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	82%	61%	38%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2012–2013 school year.

### Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2012–2013	2	2	N/A
2011–2012	2	2	N/A
2010–2011	3	4	14
<b>Expulsions per 100 students</b>			
2012–2013	0	0	N/A
2011–2012	0	0	N/A
2010–2011	0	0	1

SOURCE: Information for the two most recent years provided by the school district. Prior data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent high schools only.

During the 2012–2013 school year, we had 77 suspension incidents. We had seven incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

TEACHERS	SCHOOL			DISTRICT
	2010–2011	2011–2012	2012–2013	2012–2013
<b>With Full Credential</b>	150	144	141	404
<b>Without Full Credential</b>	14	18	1	1
<b>Teaching out of field</b>	9	10	6	6

SOURCE: Information provided by the school district.

## STUDENT PERFORMANCE

### California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

#### STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/ language arts	78%	80%	80%	83%	85%	83%	54%	56%	55%
History/social science	75%	75%	72%	76%	77%	75%	48%	49%	49%
Mathematics	67%	67%	66%	82%	82%	81%	49%	50%	50%
Science	75%	81%	81%	85%	86%	86%	57%	60%	59%

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

#### STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT SUBGROUP	STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/LANGUAGE ARTS 2012–2013	HISTORY/ SOCIAL SCIENCE 2012–2013	MATHEMATICS 2012–2013	SCIENCE 2012–2013
African American	61%	43%	30%	53%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	85%	80%	77%	85%
Filipino	79%	68%	51%	80%
Hispanic or Latino	62%	49%	35%	58%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	77%	69%	51%	84%
Two or more races	N/A	N/A	N/A	N/A
Boys	78%	76%	66%	83%
Girls	81%	69%	65%	78%
Socioeconomically disadvantaged	65%	56%	56%	65%
English Learners	22%	28%	64%	28%
Students with disabilities	41%	27%	36%	49%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**ACCOUNTABILITY**

**California Academic Performance Index (API)**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2010–2011	2011–2012	2012–2013
Statewide rank	10	10	10
Similar-schools rank	7	6	6

SOURCE: The API Base Report from May 2013.

**API Changes by Subgroup: Three-Year Comparison**

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

SUBGROUP	ACTUAL API CHANGE			API
	2010–2011	2011–2012	2012–2013	2012–2013
All students at the school	-5	+9	-4	893
Black/African American	-28	+18	+12	796
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	+0	+6	-5	925
Filipino	+11	-10	+0	859
Hispanic or Latino	+7	-1	+13	791
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	-18	+26	+1	865
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	-20	+13	+4	833
English Learners	-31	+16	-16	755
Students with disabilities	-68	+83	-93	576

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

### API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	2,513	893	7,359	929	4,655,989	790
Black/African American	47	796	143	838	296,463	708
American Indian or Alaska Native	2	N/A	10	N/A	30,394	743
Asian	1,617	925	4,745	960	406,527	906
Filipino	82	859	219	901	121,054	867
Hispanic or Latino	344	791	997	834	2,438,951	744
Pacific Islander	5	N/A	9	N/A	25,351	774
White (non Hispanic)	407	865	1,205	906	1,200,127	853
Two or more races	7	N/A	28	743	125,025	824
Socioeconomically disadvantaged	435	833	1,426	875	2,774,640	743
English Learners	243	755	1,242	867	1,482,316	721
Students with disabilities	82	576	357	724	527,476	615

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
- (c) an API of at least 770 or growth of at least one point
- (d) the graduation rate for the graduating class must meet or exceed 90 percent (or satisfy alternate improvement criteria).

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2013.

#### Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	2 of 3
The year the district entered PI	2012
Number of schools currently in PI	2
Percentage of schools currently in PI	18%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

**DISTRICT EXPENDITURES**

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2011–2012</b>			
Total expenses	\$67,856,943	\$32,927,474,550	\$46,420,178,248
Expenses per student	\$7,152	\$8,459	\$8,382
<b>FISCAL YEAR 2010–2011</b>			
Total expenses	\$71,916,755	\$32,778,534,397	\$46,278,595,991
Expenses per student	\$7,596	\$8,407	\$8,323

SOURCE: Fiscal Services Division, California Department of Education.

**District Salaries, 2011–2012**

This table reports the salaries of teachers and administrators in our district for the 2011–2012 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$48,511	\$40,928
Midrange teacher’s salary	\$74,258	\$64,449
Highest-paid teacher’s salary	\$96,556	\$82,826
Average principal’s salary (high school)	\$159,492	\$118,527
Superintendent’s salary	\$201,089	\$183,968
Percentage of budget for teachers’ salaries	47%	40%
Percentage of budget for administrators’ salaries	6%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

**SCHOOL COMPLETION AND PREPARATION FOR COLLEGE**

**Dropout Rate and Graduation Rate**

Percentage of students who leave school and don't continue elsewhere. Percentage of students who graduate in four years.

KEY FACTOR	DISTRICT	STATE
<b>Dropout rate (four-year)</b>		
Class of 2012	0%	13%
Class of 2011	1%	15%
Class of 2010	1%	17%
<b>Graduation rate (four-year)</b>		
Class of 2012	98%	79%
Class of 2011	97%	77%
Class of 2010	97%	75%

SOURCE: CALPADS, October 2012.

**Courses Required for Admission to the University of California or California State University Systems**

Percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	78%	78%	64%
Percentage of graduates from class of 2012 who completed all courses required for UC/CSU admission	76%	75%	41%

SOURCE: CALPADS, October 2012, for the percentage of students enrolled in courses required for UC/CSU admission. District and state averages represent high schools only.

**College Entrance Exam Reasoning Test (SAT)**

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average critical reading, math, and writing scores of those students.

KEY FACTOR	2009–2010	2010–2011	2011–2012
Percentage of seniors taking the SAT	72%	70%	70%
Average critical reading score	572	572	580
Average math score	635	642	640
Average writing score	583	584	595

SOURCE: Original data from the College Board, for the class of 2012, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11.

## CAREER TECHNICAL EDUCATION

### Programs and Courses

Our district offers courses intended to help students prepare for the world of work.  
These career technical education courses (CTE, formerly known as vocational education) are open to all students.

PROGRAM	COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
ROP Program	Advanced Robotics/Engineering	Arcadia High School	Yes	Yes	Yes
ROP Program	Advanced Video Production	Arcadia High School	Yes	Yes	Yes
ROP Program	Animation	Arcadia High School	Yes	Yes	Yes
ROP Program	Advanced Placement (AP) Computer Science	Arcadia High School	Yes	Yes	Yes
ROP Program	Beginning Dance	Arcadia High School	Yes	Yes	No
ROP Program	Biotechnology	Arcadia High School	Yes	Yes	Yes
ROP Program	Business Management	Arcadia High School	Yes	Yes	No
ROP Program	Civil Law	Arcadia High School	Yes	Yes	Yes
ROP Program	Computer Hardware/Networking	Arcadia High School	Yes	Yes	No
ROP Program	Computer Programming C++	Arcadia High School	Yes	Yes	Yes
ROP Program	Computer Science	Arcadia High School	Yes	Yes	Yes
ROP Program	Criminal Law	Arcadia High School	Yes	Yes	Yes
ROP Program	Cross-Age Teaching/Literacy	Arcadia High School	Yes	Yes	No
ROP Program	Digital Photography	Arcadia High School	Yes	Yes	Yes
ROP Program	Food Science	Arcadia High School	Yes	Yes	No

PROGRAM	COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
ROP Program	Graphic Design	Arcadia High School	Yes	Yes	Yes
ROP Program	Intermediate Dance	Arcadia High School	Yes	Yes	Yes
ROP Program	Intermediate Video Production	Arcadia High School	Yes	Yes	Yes
ROP Program	Law Enforcement	Arcadia High School	Yes	Yes	No
ROP Program	Medical and Therapeutic Principles of Sport Fitness	Arcadia High School	Yes	Yes	Yes
ROP Program	Office Technology	Arcadia High School	Yes	Yes	No
ROP Program	Orchesis – Advanced Dance Company	Arcadia High School	Yes	Yes	Yes
ROP Program	Principles of Engineering	Arcadia High School	Yes	Yes	Yes
ROP Program	Retail Marketing	Arcadia High School	Yes	Yes	No
ROP Program	Retail Occupations	Arcadia High School	Yes	Yes	No
ROP Program	Sports Medicine	Arcadia High School	Yes	Yes	No

### Advisors

If you'd like more information about the programs our schools offer in career technical education, please speak with our staff. More information about career technical education policy is available on the [CDE Web site](#).

FIELD OR INDUSTRY	ADVISOR	PHONE	EMAIL
N/A			

## TEXTBOOKS

### Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
The Americans, Reconstruction Through the 20th Cent.	US History	2006	2007
Magruder's American Government	American Government	2006	2007
Holt Biology, CA Edition	Biology & Biophys. II	2008	2008
Fundamentals of Physics	AP Physics C	2001	2003
American History: A Survey	AP US History	2007	2007
Holt Science Spectrum, A Balanced Approach	BioPhysical Science II	2007	2008
The Calculus 7	Calculus BC		1997
Elements of Literature, Lit. of US	English (gr 11)	2000	2000
Literature & Language Arts, Grade 10	English/Lang. Arts	2003	2005
Literature & Language Arts, Grade 12	English/Lang. Arts	2003	2005
Literature & Language Arts, Grade 9	English/Lang. Arts	2003	2005
Geometry California Edition	Geometry	2004	2006
Algebra & Trigonometry: Structure & Method	Honors Algebra II	2000	2001
Algebra & Trigonometry: Structure & Method	Honors Algebra II	2007	2009
Geometry California Edition	Honors Geom.	2004	2006
World History: Modern Times	Modern World History	2006	2007
Economics: Principles in Action	Economics	2007	2007
Modern World History: Patterns of Interaction	Mod.Wld Hist, Spec.Ed.	2006	2007
US History: Modern America	US History, Spec. Ed.	2008	2007
The Challenge of Democracy, 9th Edition	AP Govern./Politics	2008	2007
Intro. To Comparative Government	AP Govern./Politics	2007	2007
Prentice Hall Biology CA Edition	Biology	2007	2008
Biology, 8th Edition, AP Edition	Biology AP	2008	2008
Chemistry in the Community, 5th Edition	Biophysical Science 1	2006	2008
Insights in Biology: Journey of Discovery, 2nd Edition	Biophysical Science 2	2007	2008
Chemistry	Chemistry	2007	2008
Introductory Chemistry: A Foundation, 6th Edition	Chemistry (Honors)	2008	2008
AP Chemistry, 7th Ed.	Chemistry AP	2007	2008

**Textbook Adoption List (continued)**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
<b>Environment: The Science Behind the Stories, 3rd Ed.</b>	Environmental Science	2007	2008
<b>Essentials of Human Anatomy &amp; Physiology, 9th Ed.</b>	Human Physiology	2009	2008
<b>Physics: Principles and Problems (CA version)</b>	Physics	2008	2008
<b>Giancoli Physics: Principles with Application, 6th Ed.</b>	Physics B AP	2005	2008
<b>Longman Science</b>	Sheltered Science	2006	2008
<b>Great Source Access Science</b>	Sheltered Science	2005	2008
<b>CPO Focus on Earth Science</b>	Science - Special Ed	2007	2008
<b>CPO Focus on Life Science</b>	Science - Special Ed	2007	2008
<b>CPO Focus on Physical Science</b>	Science - Special Ed	2007	2008
<b>McDougal Littell Algebra 2 (CA Edition)</b>	Algebra II	2007	2009
<b>Calculus: Concepts and Applications, 2nd Ed.</b>	Calculus AB (AP)	2005	2009
<b>Calculus, 9th Ed</b>	Calculus CD (Honors)	2010	2009
<b>McGraw-Hill CA Alg. 2: Con., Skills &amp; Problem Solving</b>	Intro Algebra II	2008	2009
<b>Pre-Calculus with Limits (AP Edition)</b>	Pre-Calc/Calc A	2007	2009
<b>Calculus of a Single Variable, 9th Ed.</b>	Calc A & AP Calc AB	2009	2009
<b>The Basic Practice of Statistics, 5th Ed.</b>	Statistics	2010	2009
<b>The Practice of Statistics, 3rd Ed.</b>	Statistics (AP)	2008	2009
<b>Modern World History</b>	Sheltered Social Science	2009	2011
<b>McDougal Littell CA Algebra Readiness</b>	Algebra Readiness	2008	2013
<b>Holt Algebra Readiness California, Vols. 1-4</b>	Modified Math	2008	2011

