

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

Executive Summary School Accountability Report Card, 2007-08

Ivy High (Continuation) School

Address: 1056 Winterhaven Rd. , Fallbrook CA 92028-4500 Phone: 760-723-6395
Principal: Melissa Marovich Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Ivy High School was established in 1979 to serve as the Continuation High School for the Fallbrook Union High School District in the rural community of Fallbrook, California. Fallbrook is located in the northern section of San Diego County. There is one comprehensive high school; one independent study high school; and one continuation school, Ivy High School which also operates a satellite campus located on the Pala Indian Reservation. There are seven certificated teachers, four classified staff and one part-time counselor.

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Student Enrollment

Group	Percent
Total Number of students	115
African American	1.74 %
American Indian or Alaska Native	10.43 %
Asian	%
Filipino	0.87 %
Hispanic or Latino	64.35 %
Pacific Islander	1.74 %
White (not Hispanic)	19.13 %
Multiple or No Response	1.74 %
Socioeconomically Disadvantaged	36 %
English Learners	19 %
Students with Disabilities	10 %

Teachers

Indicator	Teachers
Teachers with full credential	7
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	2
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Once the new District site is finished, Oasis High School can move to the District site which should open up more classroom space for Ivy High School.

Vegetation is growing on the east wall of Ivy classrooms and needs to be removed. Vegetation is climbing into the HVAC units and could create problems. All restrooms on site need to be upgraded.

Repairs Needed

Parking lot needs seal coat and parking stalls re-lined. Administration office needs to have hand rail placed near sidewalk area. Student restrooms need to be painted, new flooring, new stalls, and new fixtures.

Corrective Actions Taken or Planned

Student restrooms were painted, new fixtures installed, new partitions installed, and new flooring installed. The vegetation on the east side of the buildings has been removed. The parking lot was re-sealed and re-lined for parking. Continuous hand rail was installed at the administration office/library building.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 14
District	\$ 8,988
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	8%
Mathematics	3%
Science	0%
History-Social Science	4%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	522
Statewide Rank (from 2007 Base API Report)	B
2008-09 Program Improvement Status (PI Year)	Not in PI

School Completion

Indicator	Result
Graduation Rate	87

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Ivy High (Continuation)	District Name	Fallbrook Union High
Street	1056 Winterhaven Rd.	Phone Number	760-723-6332
City, State, Zip	Fallbrook , CA 92028-4500	Web Site	www.fuhsd.net
Phone Number	760-723-6395	Superintendent	Dale Mitchell
Principal	Melissa Marovich	E-mail Address	dmitchell@fuhsd.net
E-mail Address	mmarovich@fuhsd.net	CDS Code	37-68122-3732195

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

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

Ivy High School was established in 1979 to serve as the Continuation High School for the Fallbrook Union High School District in the rural community of Fallbrook, California. Fallbrook is located in the northern section of San Diego County. There is one comprehensive high school; one independent study high school; and one continuation school, Ivy High School which also operates a satellite campus located on the Pala Indian Reservation. There are seven certificated teachers, three classified staff and one full-time counselor.

The mission of Ivy High School is to maintain an educational environment that is flexible and personal which allows all students the opportunity to grow educationally and socially while acquiring the essential skills needed for careers in a global society. We are committed to providing a rigorous and relevant curriculum to support students in a complex and changing society. The Ivy High School stakeholders, including students, parents, staff and community promote a positive and nurturing learning environment to ensure that all students demonstrate a high level of achievement based on the California Standards and Ivy Expected School Wide Learning Results (ESLR's).

The Ivy ESLR's are:

Communicators who:

- Speak, write, read, and listen effectively and appropriately.
- Actively apply information from the various media.
- Express themselves through the arts.

Accountable adults who:

- Contribute energy to help themselves and their community.
- Make choices and understand the consequences of their actions.
- Maintain respect for individual differences and diverse cultures.

Technology literate students who:

- Create reports, letters, and projects using various software.
- Design graphics, spreadsheets, presentations, and/or web pages.
- Apply data and Internet resources relevant to everyday life skills.

Skilled individuals who:

- Meet Ivy High School, District, and State graduation requirements.
- Utilize problem solving strategies in everyday life situations.
- Work effectively with others in a constructive manner.

Opportunities for Parental Involvement (School Year 2007-08)

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

We invite all parents and community members to become involved with committees on campus. At our orientation meetings, parents are provided with a volunteer sign up sheet to indicate their interests in volunteering on campus or participating in school committees.

Ivy has the following parent involvement opportunities:

School Site Council	Organic Garden	Office Help
ELAC	Field Trip Supervision	Title I Parent Committee
DELAC	Tutoring	Family Life Committee
Wellness Adv. Committee	Curric. Adv. Committee	

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
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
Ungraded Elementary	0
Grade 9	13
Grade 10	7
Grade 11	72
Grade 12	23
Ungraded Secondary	0
Total Enrollment	115

Student Enrollment by Group (School Year 2007-08)

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

Group	Percent of Total Enrollment
African American	1.74 %
American Indian or Alaska Native	10.43 %
Asian	N/A
Filipino	0.87 %
Hispanic or Latino	64.35 %
Pacific Islander	1.74 %
White (not Hispanic)	19.13 %
Multiple or No Response	1.74 %
Socioeconomically Disadvantaged	36 %
English Learners	19 %
Students with Disabilities	10 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	2	2		17.0	5	1		11.3	12	0	
Mathematics	14.2	5			19.6	4	1		13.9	7	1	
Science	23.5	1	1		18.7	2	1		12.3	3	1	
Social Science	21.5	4	4		18.6	7	1		12.1	8	1	

III. School Climate

School Safety Plan (School Year 2007-08)

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

The Ivy High School Safety Plan in conjunction with the FUHSD Safety committee and plan is reviewed annually and as needed. The plan was last reviewed with Ivy staff in the fall of 2007 during our annual Disaster Readiness Staff Meeting. Drills are conducted each semester in fire safety, earthquake readiness, and intruder preparedness. The plans are brought before the FUHSD School Board for review and information at annual school board meetings.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	21.9	7.1	90.4	22.8	7.2	17.5
Expulsions	1.8	3.5	4.3	1.7	1.8	1.8

IV. School Facilities

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

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

Ivy High School provides a climate conducive to learning; one that is safe, orderly and clean. The campus environment is maintained by the district maintenance and custodial staff. The district has adopted the A Service cleaning standard and schedule. Teaching staff members provide supervision, and when needs arise, Fallbrook Union High School campus supervisors are dispatched by radio communications. The facilities consist of six portable classrooms constructed in 1987, and two portables constructed in 1998 used for administration, counseling, and the library. The facilities include computers, multimedia equipment, a library, an office, and a storage facility. We shared our facility with our independent study school, Oasis High School, until it moved to a new location in January 2008.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. For the 2007-2008 school year, the district's governing board has approved a deferred maintenance budget of \$130,000, which represents 0.47% of the district's general fund budget. In the 2007-2008 school year, there were no modernization or construction projects on the Ivy High School site.

No complaints regarding facilities were filed in the 2007-2008 school year. Upgrading and relocation of the staff restrooms has begun. As soon as the restrooms are finished, work will start on removing the old staff restrooms to utilize the area as a storage facility, and repairing the outside east wall of the building.

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			No Repair Needed
Mechanical Systems	X			No Repair Needed
Windows/Doors/Gates (interior and exterior)	X			No Repair Needed
Interior Surfaces (walls, floors, and ceilings)	X			No Repair Needed
Hazardous Materials (interior and exterior)	X			No Repair Needed
Structural Damage	X			No Repair Needed
Fire Safety	X			No Repair Needed
Electrical (interior and exterior)	X			No Repair Needed
Pest/Vermin Infestation	X			No Repair Needed
Drinking Fountains (inside and outside)	X			No Repair Needed
Restrooms			X	Staff restrooms need to be completely up-graded
Sewer	X			No Repair Needed
Playground/School Grounds	X			No Repair Needed
Roofs	X			No Repair Needed
Overall Cleanliness	X			No Repair Needed

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

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those

teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	7	6	7	135
Without Full Credential	0	1	0	4
Teaching Outside Subject Area of Competence	2	2	2	15

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	62.2	37.8
All Schools in District	89.9	10.1
High-Poverty Schools in District		
Low-Poverty Schools in District	61.5	38.5

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.85	115
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	1.5	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
Reading/Language Arts	<u>Name/Publisher/Approval</u> Literature & Language Arts Blue/Holt/2004 Literature & Language Arts Aqua/Holt/2004 Literature & Language Arts Gold/Holt/2004 Literature & Language Arts Purple/Holt/2004 American Literature/AGS/2001 Exploring Literature/AGS/2001 World Literature/AGS/2001 Writer's Choice Green/Glencoe/1999
Mathematics	<u>Name/Publisher/Approval</u> Algebra 1/McDougal Littell/2008 Geometry Concepts and Skills/McDougal Littell/2003
Science	<u>Name/Publisher/Approval</u> Biology/Glencoe/2008 Earth Science/McDougal Littell/2008
History-Social Science	<u>Name/Publisher/Approval</u> Economics, Principles in Action/Prentice Hall/2007 Modern World History/McDougal Littell/2007 The Americans/McDougal Littell/2007 Psychology and You, 2 nd Edition/West/1990 Magruder's American Government/Prentice Hall/2007
Foreign Language	N/A
Health	Lifetime Health/Holt/2004
Visual and Performing Arts	The Visual Experience /Davis/2008
Science Laboratory Equipment (grades 9-12)	Science laboratory equipment is available for students enrolled in the laboratory science courses offered at this school.

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	N/A
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,888	\$9,874	\$14	\$72,959.00
District	N/A	N/A	\$8,988	\$66854
Percent Difference – School Site and District	N/A	N/A	-99.8%	9.1%
State	N/A	N/A	\$5300	\$64657
Percent Difference – School Site and State	N/A	N/A	-99.7%	12.8%

Types of Services Funded (Fiscal Year 2007-08)

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

In 2007-2008, the total operating costs for the FUHSD was \$27,943,505. This amount was derived from funds received from general education, special education, and for federal, state, and local projects. Funds were also received from the CA state lottery. Approximately \$25,141,561 was spent for classroom related activities, such as teachers, instructional aides, books, supplies, and equipment. The balance of the expenditures covered district support services, school administration, district administration, transportation, maintenance, and operations. Special categorical revenue was received for the following programs: Title 1, Title II, Title V, EIA/LEP, School Safety & Violence Prevention, Arts & Music, and School Library.

Supplemental services provided to students at Ivy High School include, but are not limited to:

CAHSEE Test Prep Classes
 English/LA Remediation
 After school tutoring
 The Learning Center-credit recovery
 NWEA Testing
 Palomar Family Counseling
 ASVAB
 Palomar College Placement Testing
 College and Financial Aid Counseling

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35264	\$40408
Mid-Range Teacher Salary	\$66884	\$64309
Highest Teacher Salary	\$82693	\$83070
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$
Average Principal Salary (High)	\$102828	\$111434

Superintendent Salary	\$179956	\$145352
Percent of Budget for Teacher Salaries	37.3 %	36.9 %
Percent of Budget for Administrative Salaries	5.7 %	6.1 %

IX. Student Performance

California Standards Tests

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

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	2	1	8	40	43	46	42	43	46
Mathematics	3	0	3	22	19	22	40	40	43
Science	0	5	0	31	31	38	35	38	46
History-Social Science	2	1	4	32	30	35	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		*
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino	*			*
Hispanic or Latino	2	5	0	2
Pacific Islander				
White (not Hispanic)	17	0	*	11
Male	8	0	0	6
Female	8	6	*	3
Economically Disadvantaged	6	8	*	
English Learners	0	*	*	0
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services	*	*	*	0

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	13.3	16.7	1	54.1	58.6	59.3	51.1	48.6	52.9
Mathematics	14.3	42.9	1	48.7	54.4	55.3	46.8	49.9	51.3

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	99	*	*	99	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is

released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	B	B	B
Similar Schools	B	B	B

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-117	52	11	522
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate – English-Language Arts	Yes	No
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	No
Percent Proficient – Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

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

that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	9.8	16.7	35.4	1.4	2.7	2.9	3.1	3.5	4.4
Graduation Rate	90.9	90.7	86.9	90.9	90.7	86.9	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	87%	90.8%	N/A
African American	100%	90.9%	N/A
American Indian or Alaska Native	80%	137.5%	N/A
Asian	N/A	66.7%	N/A
Filipino	N/A	100%	N/A
Hispanic or Latino	75%	82.7%	N/A
Pacific Islander	200%	114.3%	N/A
White (not Hispanic)	111%	97.9%	N/A

Socioeconomically Disadvantaged	155%	80.1%	N/A
English Learners	50%	42.2%	N/A
Students with Disabilities	150%	72.9%	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Ivy High School does not offer a CTE Program.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	20.6
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

XII. Instructional Planning and Scheduling Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff development occurs prior to school starting in the fall, during staff meetings, and on release days. A wide variety of professional development opportunities are available to teachers, administrators and the classified staff. Teachers and other staff participate in ongoing training to enhance their skills. Professional literature and research is studied and discussed on an ongoing basis. Peer assistance through the BTSA and PAR program is also available to teachers.

During the 06-07 school year, Ivy staff participated in 6 district-wide professional development workshops. Three were all day workshops on Saturday, and three were 2-hour workshops held in the afternoon following a minimum schedule school day. In addition, the Ivy staff had six 1-hour meetings on selected Wednesday mornings.

For the 07-08 school year a common planning schedule was adopted which provided the Ivy staff to meet together for 1 hour on 26 of the 32 Monday mornings. This same common planning platform was selected for the 08-09 school year.