



Amador County Juvenile Court/ Community School

School Accountability Report Card, 2005–2006
Amador County Unified School District

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

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Amador County Unified School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws require all schools to publish a SARC each year. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average continuation high school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

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Plymouth, CA 95669

Principal: Sandra Watson

Phone: (209) 245-4284

How to Contact Our District

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<http://www.teachnet.k12.ca.us>



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» Principal's Message

Amador County Community/Court School and at-risk programs offer a caring, positive, structured, and sage environment for our students. The staff is committed to helping struggling students achieve their maximum potential and become successful members of the community.

Sandra Watson, PRINCIPAL

Grade Range and Calendar

K-12

TRADITIONAL

Academic Performance Index

516

County Average: 516

State Average: 531

Student enrollment

59

County Average: 62

State Average: 134

Teachers

4

County Average: 4

State Average: 7

Students per teacher

15

County Average: 16

State Average: 19

Students per computer

10

County Average: 5

State Average: 3

Major Achievements

- Thanks to a grant (Building Change) obtained by the Amador County Probation Department, our students are learning carpentry and other skills. Twice per year a representative from Milwaukee Tools instructs and certifies students in safe, proper power tool use. Then representatives from Meek's Lumber and Hardware come to the school once a week to instruct and supervise as students assemble and install roofing materials, and paint portable sheds. The final products are later auctioned off to the community.

Focus for Improvement

- Use our district's strategies to improve reading fluency, reading comprehension, and English language development.
- Continue to use the new district math plan to aid student achievement.
- Continue to offer Cyber High, a computer-based college preparation course of study.

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. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, 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.

Amador County Juvenile Court/C’s API was 516 (out of 1000). This is a decline of 24 points compared to last year’s API. About 91 percent of our students took the test, which did not meet the state’s required participation rate of 90 percent. You can find three years of detailed API results in the Appendix to this report. Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 540.

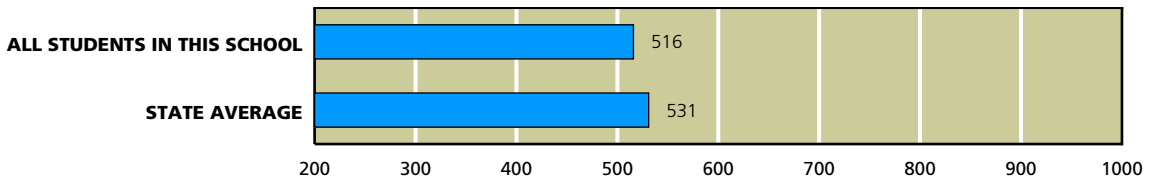
CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	N/A
Met growth target for prior school year	N/A
API score	516
Growth attained from prior year	-24
Met subgroup* growth targets	N/A
Underperforming school	No

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*Ethnic 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. R/P - Results pending due to challenge by school. N/A - Results not available.

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 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.

API, Spring 2006



SOURCE: API based on spring 2006 test cycle. State average represents continuation 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 two out of six criteria for yearly progress. Because we fell short in four 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): 22.3 percent on the English/language arts test and 20.9 percent on the math test. All significant ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2005 must be higher than 82.9 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 AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	No
Met schoolwide test score goals	No
Met subgroup* participation rate	N/A
Met subgroup* test score goals	N/A
Met schoolwide API for AYP	No
Met graduation rate	Yes
Program Improvement School in 2006	No

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students’ test results in the 2005–2006 school year or earlier.

*Ethnic 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. R/P - Results pending due to challenge by school. 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 TEST?	DID 22.3% PASS CAHSEE?	DID 95% OF STUDENTS TAKE THE TEST?	DID 20.9% PASS CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

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 to the results for students in the average continuation 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 SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

TESTED SUBJECT	2005–2006		2004–2005		2003–2004	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher						
Average continuation high school Percent Proficient or higher						
GEOMETRY						
Our school Percent Proficient or higher	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Average continuation high school Percent Proficient or higher						
US HISTORY						
Our school Percent Proficient or higher	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Average continuation high school Percent Proficient or higher						
BIOLOGY						
Our school Percent Proficient or higher	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Average continuation high school Percent Proficient or higher						
SCIENCE						
Our school Percent Proficient or higher			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Average continuation high school Percent Proficient or higher			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	

SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents continuation 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

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 Appendix to 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.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 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 CSTs. 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.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

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 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 (an elective) and the tenth grade life science test. For math, we’ve selected two courses, both of them electives: Algebra I, which students take if they haven’t studied and passed it in eighth grade; and Geometry, often the most popular math course because it follows Algebra I. In social studies, we’ve selected US History, which is taken by all juniors (eleventh graders). English/language arts is the one course that summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			7%	89%	SCHOOLWIDE AVERAGE: The same percentage of students at our school scored Proficient or Advanced as did students at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			8%	87%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			7%	91%	

Subgroup Test Scores

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

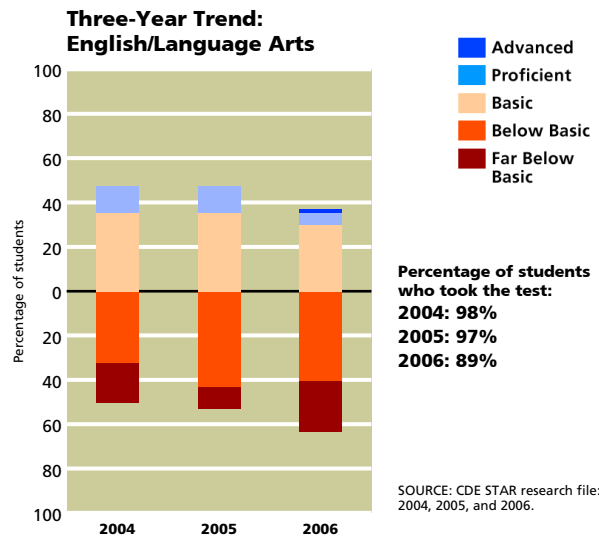
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			9%	42	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	24	
English proficient			7%	66	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income			10%	32	INCOME: About six percent more students from lower-income families scored Proficient or Advanced than our other students.
Not low income			4%	34	
Learning disabled	NO DATA AVAILABLE		N/A	4	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			8%	62	
White/Other			7%	52	ETHNICITY: 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.

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent continuation 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).



To read more about the English/language arts standards for **ninth and tenth** grades and **eleventh and twelfth** grades, visit the CDE’s Web site. The standards for **all grade levels** are also available on this site.



Algebra I

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	9%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			0%	18%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			3%	36%	

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	NO DATA AVAILABLE		N/A	2	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	2	
English proficient	NO DATA AVAILABLE		N/A	4	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	2	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	2	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	4	

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 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.

Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	N/A	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY	NO DATA AVAILABLE		N/A	4%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			2%	9%	

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	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	N/A	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	N/A	



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 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.

To read more about the math standards for grades [eight through twelve](#), as well as the California standards for [geometry](#), visit the CDE’s Web site.

US History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	N/A	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			4%	78%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			5%	88%	

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	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	N/A	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	N/A	


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 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.

To read more about the history standards for [tenth](#), [eleventh](#), and [twelfth](#) grades, visit the CDE's Web site.

Biology

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	33%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY	NO DATA AVAILABLE		N/A	12%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			5%	23%	

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	NO DATA AVAILABLE		N/A	2	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	2	
English proficient	NO DATA AVAILABLE		N/A	4	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	1	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	3	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	4	

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 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.

About 33 percent of our students took the biology standards test, compared to 23 percent of all continuation high school students statewide. To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the CDE’s Web site.

Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			0%	77%	SCHOOLWIDE AVERAGE: About four percent fewer students at our school scored Proficient or Advanced than at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			0%	73%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			4%	80%	

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	DATA STATISTICALLY UNRELIABLE		N/S	20	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	14	
English proficient			0%	34	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	16	INCOME: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	18	
Learning disabled	NO DATA AVAILABLE		N/A	2	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			0%	32	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	25	ETHNICITY: 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.

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent continuation 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.

This was the first year that mandatory life science for tenth graders was included in the California Standards Tests. As a result, we have no trend data to present. Although we offer science at all grade levels, only our tenth graders’ results on the California Standards Test are reported here. You can read the [tenth grade science standards](#) on the CDE’s Web site and find more information about the standards for [chemistry](#), [earth science](#), and [physics](#). Please note that some students taking this test may have not taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Other Measures of Student Achievement

We evaluate students' skills using standardized testing, oral questioning, written tests, and project-based evaluations. We assess English learners the same way, although we provide extra assistance to these students if necessary. Additionally, English learners take the California English Language Development Test each year. We encourage parents to attend parent-teacher conferences on an ongoing basis.

PREPARATION FOR COLLEGE AND THE WORKFORCE

Our students have access to Cyber High, a computer-based college preparation program offered in collaboration with the Fresno County Office of Education.

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	N/A	N/A	1%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	N/A	531	495
SAT math	Average score of juniors and seniors who took the SAT math test	N/A	539	516
SAT writing	Average score of juniors and seniors who took the SAT writing test	N/A	527	495

SOURCE: SAT test data provided by the College Board for the 2005–2006 school year. County and state averages represent continuation high schools only.

The College Board did not report how many of our students took the SAT.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	N/A	0%	2%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	N/A	0%	0%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	N/A	8%	1%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	N/A	77%	20%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2005. Enrollment in UC/CSU qualifying courses comes from the Professional Assignment Information Form report of October 2005. County and state averages represent continuation high schools only.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years. These include [honors](#) and [Advanced Placement](#) (AP) courses. Some schools also offer students the opportunity to participate in the [International Baccalaureate](#) (IB) Diploma Programme. The [International Baccalaureate](#) (IB) Diploma Programme courses are offered in just 82 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

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 material. 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. Please keep both of these considerations in mind as you review the facts below.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams for college credit	N/A	N/A	0%
Number of AP exams taken	Average number of AP exams each of these students took in 2005–2006	N/A	N/A	0.4
AP test results	Percentage of AP exams receiving scores of 3 out of 5 or higher (college credit)	N/A	N/A	0%

SOURCE: AP exam data provided by the College Board for the 2005–2006 school year.

The College Board did not report the number of Amador County Juvenile Court/C students taking AP exams. Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers no AP or IB courses.

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

High School Completion

Students can retake all or part of the CAHSEE up to five times throughout their junior and senior years. 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. You can learn more about the [history of the CAHSEE](#) on the California Department of Education (CDE) Web site.

More data about [CAHSEE results for the classes of 2007 and 2008](#), and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

Dropouts and Graduates

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a [dropout](#) as any student who left school before completing the 2004–2005 school year or a student who hasn’t re-enrolled in our school for the 2005–2006 year by October 2005.

Identifying dropouts is difficult because many students who leave school unexpectedly don’t let us know why they’re leaving or where they’re going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise, at best.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2004–2005	N/A	N/A	18%
2003–2004	N/A	45%	16%
2002–2003	N/A	44%	17%
Graduation rate (four year)			
2004–2005	N/A	25%	58%
2003–2004	N/A	16%	59%
2002–2003	N/A	34%	63%

SOURCE: Dropout data comes from the CBEDS census of October 2005. County and state averages represent continuation high schools only.

GRADUATION RATE: The [graduation rate](#) is an estimate of our school’s success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress and is part of California’s way of determining a high school’s Academic Performance Index (API). The [formula](#) provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

Workforce Preparation

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Career technical education (CTE)	Percentage of students enrolled in a CTE course	100%	21%	18%

SOURCE: CBEDS census, October 2005. County and state averages represent continuation high schools only.

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

More information about the programs our school offers in career technical education are available on our Accountability Web page, which you can access from our district Web site. In addition to a listing of [courses and programs](#), you will also find facts about the rate at which students completed these programs. Information about [career technical education](#) policy is available on the CDE Web site.

STUDENTS

Students’ English Language Skills

At Amador County, all students were considered to be proficient in English, compared to 79 percent of continuation high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	100%	100%	79%
English learners	0%	0%	21%

SOURCE: Language Census for school year 2005–2006. County and state averages represent continuation high schools only.

Languages Spoken at Home by English Learners

At Amador County, there were no students classified as English learners. In California it’s common to find English learners in classes with students whose native language is English. 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	N/A	N/A	92%
Vietnamese	N/A	N/A	1%
Cantonese	N/A	N/A	0%
Hmong	N/A	N/A	1%
Filipino/Tagalog	N/A	N/A	1%
Korean	N/A	N/A	0%
Khmer/Cambodian	N/A	N/A	1%
All other	N/A	N/A	5%

SOURCE: Language Census for school year 2005–2006. County and state averages represent continuation high schools only.

Ethnicity

Most students at Amador County identify themselves as White/European American/Other. In fact, there are about 18 times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at our school. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” 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	3%	2%	11%
Asian American/Pacific Islander	0%	1%	5%
Latino/Hispanic	5%	11%	54%
White/European American/Other	92%	87%	30%

SOURCE: CBEDS census of October 2005. County and state averages represent continuation high schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$35,798 a year (based on a family of four) in the 2005–2006 school year. Amador County did not report how many of its students qualified for free lunches.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	N/A	31%	48%
Parents with some college	45%	42%	40%
Parents with college degree	13%	13%	16%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent continuation high schools only.

The parents of 45 percent of the students at Amador County have attended college, and 13 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. All of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Our average class size schoolwide is 21 students. The average class size for continuation high schools in the state is 17 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	N/A	N/A	18
History	N/A	N/A	18
Math	N/A	N/A	17
Science	N/A	N/A	18

SOURCE: CBEDS census, October 2005. County and state averages represent continuation high schools only.

Safety

We have a school safety and security plan that covers school rules, student supervision, visitor policies, evacuation plans, site safety, emergency procedures, and disaster preparedness. We review this plan annually with the staff. Opportunity Students, who take a special service program for disadvantaged students, attend Ione Junior High School and Jackson Junior High School and have their own school safety plans.

Discipline

Students come to our school when they are truant or expelled from the district, or, in some cases, by parent or student choice. We abide by our district’s strict behavior code, which we review with students, parents, and, if applicable, a probation officer during the enrollment process. Most students have a behavior contract as part of their School Attendance Review Board report or expulsion placement. Students who are disruptive or disrespectful receive detention or suspension, campus cleanup, counseling, and participation in court-mandated anger management or substance abuse support groups.

We have a small, very structured classroom setting. We provide many support services and promote a positive school climate by encouraging students to become involved in school activities. Our classes provide the appropriate level of challenge for a range of abilities.

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.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	0	42
	2004–2005	N/A	9
	2003–2004	N/A	30
Expulsions per 100 students	2005–2006	0	0
	2004–2005	N/A	2
	2003–2004	N/A	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent continuation high schools only.

During the 2005–2006 school year, we had no suspension incidents. We had no 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.

Homework

The amount of homework varies, depending on the level of the course and the number of courses a student is taking per semester. Parents need to make sure that their students have a quiet, well-lighted place to study and time set aside to do their work. We also expect parents to see that their students are getting enough sleep and good nutrition, both of which are important for optimal academic performance.

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 at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	17%	17%	8%
Girls in Fitness Zone	N/A	N/A	4%
All students in Fitness Zone	11%	11%	7%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent continuation high schools only.

Schedule

School hours are from 8:15 a.m. to 12:15 p.m., Monday through Friday. While the schedule is based on one-hour classes, our small setting allows for flexibility in course scheduling.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	36,360	36,000
Grades 1–3	53,335	50,400
Grades 4–5	54,027	54,000
Grade 6	54,027	54,000
Grade 7-8	56,175	54,000
Grade 9-12	64,800	64,800

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Sandra S. Watson has been the principal at Amador for six years. She has seven years of experience as a principal and 12 years of experience as a teacher.

In order to maintain a high quality of instruction, it is essential that a strong, collaborative leadership works diligently to provide educational programs that are effective and set reasonable expectations for each student’s achievement. All Amador County schools recognize that a true partnership must exist between home and school. We encourage parents and community members to participate actively in the educational process.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	6	11	15
Newer teachers	Percentage of teachers with one or two years of teaching experience	25%	17%	12%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	0%	0%	41%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	100%	100%	59%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent continuation high schools only.

About 25 percent of our teachers have less than three years of teaching experience, which is above the average for new teachers in other continuation high schools in California. Our teachers have, on average, six years of experience. All of our teachers hold a bachelor’s degree alone from a four-year college or university. None has completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	75%	83%	93%
Trainee credential holders	Percentage of staff holding an internship credential	25%	17%	4%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	0%	4%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent continuation high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 75 percent of the faculty at Amador County Juvenile Court/C hold a full credential. This number is lower than the average for all continuation high schools in the state. About 25 percent of the faculty at Amador County Juvenile Court/C hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, four percent of continuation high school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few continuation high school teachers hold this authorization statewide (just four percent). About 25 percent of the faculty at Amador County Juvenile Court/C hold the secondary (single-subject) credential. This number is below the average for continuation high schools in California, which is 100 percent. You can find three years of data about teachers’ credentials in the Appendix to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	33%	58%	25%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate credential for the course	N/A	0%	36%
Out-of-field teaching: students	Percentage of students in core courses taught by a teacher who lacks the appropriate credential for the course	N/A	0%	34%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	25%	17%	7%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

“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. The students who take that course are also counted. 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. See the detail by core course area in the Out-of-Field Teaching table. We did not report how many of our core courses were taught by teachers who were teaching out of their field of expertise.

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 25 percent of our teachers were working without full credentials, compared to seven percent of teachers in continuation high schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	N/A	N/A	35%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	N/A	N/A	46%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	N/A	N/A	39%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	N/A	N/A	28%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent continuation high schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2006–2007 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 standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We’ve divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	21%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by “highly qualified” teachers	N/A	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students’ rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

The average percentage of courses in our district not taught by a “highly qualified” teacher is 21 percent, compared to 14 percent statewide.

Evaluating and Improving Teachers

Evaluation is an ongoing process that involves all personnel. Administrators and supervisors base their evaluations on both observation and job performance. New and probationary teachers are evaluated at least once a year, and they are observed at least once each semester. Permanent teachers are evaluated at least once every other year.

Staff Development

We use staff development days to update and train staff in areas that will help them in their classrooms, including training on computer programs, the Accelerated Reader program, new teaching methods and techniques, and safety issues. We encourage every employee to grow professionally through the evaluation process and reflection. In addition, our district participates in the Peer Assistance Review program, which enables experienced instructional staff to help less experienced teachers.

Substitute Teachers

We are fortunate to have a district pool of qualified teachers who serve as substitutes. When we cannot find a substitute for a class, the principal steps in to teach.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. 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 doesn’t have any academic counselors working here. Just for reference, California districts employed about one academic counselor for every 317 continuation high school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

We have a part-time school nurse, a part-time psychologist, a part-time librarian, and access to an English learner aide.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has no students who qualify for this program.

Districtwide we identify students for our Gifted and Talented Education (GATE) program using a combination of district tests in the third grade. Our district GATE plan calls for customized instruction in grades three and above. We also offer enrichment classes both schoolwide and districtwide.

SPECIAL EDUCATION PROGRAM:

Students enrolled in our special education program meet periodically with a special education teacher who provides instruction based on the student's Individualized Education Program (IEP). We also have a team of teachers and counselors that meets with the families of special education students to offer them guidance in helping their children succeed at our school. We have a special education instructional aide in the classroom.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible.

English learners receive instruction in classes composed entirely of students learning English. We place all of our English learners with teachers who have credentials to teach English learners.

CURRICULUM AND TEXTBOOKS

For more than six 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. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

A panel of scholars defined the English/language arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant works of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. To read more about the English/language arts standards for [ninth and tenth](#) grades and [eleventh and twelfth](#) grades, visit the CDE's Web site.

Math

Students can begin taking algebra in the eighth grade, but many students take the course during high school. Through the study of algebra, our students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Educators consider students' success in algebra to be an indicator of how well they will do in future courses in high school and college. To read more about the math standards for grades [eight through twelve](#) as well as the California standards for a variety of [advanced math subjects](#), visit the CDE's Web site.

Science

Our science program offers courses in physics, chemistry, biology, life sciences, and earth sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the CDE's Web site.

Social Science

Our ninth grade students have no social studies requirements. In the [tenth grade](#), they study world history, from the late 18th century through the present, including the cause and course of the two world wars. Students in the [eleventh grade](#) study the major turning points in US history in the 20th century. Students in [twelfth grade](#) pursue a deeper understanding of the institutions of American government. In addition, our students will learn how to think from the perspectives of history and geography. They'll learn to research topics on their own, develop their own point of view, and interpret history.

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 appendix to 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 2006–2007 school year, and whether those [textbooks](#) covered the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2006–2007 school year.

RESOURCES

Buildings

Most school buildings throughout the Amador County Unified School District are old. We are in the process of modernizing our facilities, and, thanks to local Bond Measure F, some remodeling has already taken place. We have upgraded the electrical, heating, ventilation, and air-conditioning systems as well as the bathrooms and the office. We received state approval to place a new 2,500-square-foot manufactured building on our grounds during the 2006–2007 school year.

Our school includes one building, which is not portable. On an average day, 63 students and staff occupy these buildings.

The bathrooms in our school contain one toilets, all of which were in good working order when we surveyed the building. More information about the **condition and cleanliness of bathrooms** can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the **condition of our school buildings** are available in an online supplement to this report. 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 legislation known as Williams. If you'd like to see the six-page **survey form** used for the assessment, you will find it on the Web site of the OPSC.

Library

We have a classroom library and six student computer stations. Additionally, other district schools support our students and provide novels and other reading materials as requested. As part of our character-based literacy program, students read at least one novel per quarter.

Computers

We have six computers available for student use, which means that, on average, there is one computer for every ten students. There are five classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	10	5	3
Internet-connected classrooms	5	6	9

SOURCE: CBEDS census of October 2005. County and state averages represent continuation high schools only.

We have one computer for every two students, and they use Microsoft Word, Excel, PowerPoint, and the Internet. Students may also use the computers to access Cyber High, a college-preparation program offered in collaboration with the Fresno County Office of Education.

Our teacher uses computers to keep attendance, track grades, and design materials for students. Additionally, he may use email to communicate with students, parents, and colleagues.

Parent Involvement

We welcome and encourage parent involvement. Please call our principal, Sandra Watson, at (209) 245-4284 if you would like to learn how you can help at our school.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	\$26,394,418	N/A	N/A
Expenses per student	\$6,082	\$7,172	\$7,127
FISCAL YEAR 2003–2004			
Total expenses	\$25,793,935	N/A	N/A
Expenses per student	\$5,927	\$6,987	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,082 per student in the 2004–2005 school year, compared to an average of \$7,172 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$26,394,418. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

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](#).

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to 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	\$36,265	\$36,796
Midrange teacher’s salary	\$52,264	\$54,062
Highest-paid teacher’s salary	\$68,846	\$68,679
Average principal’s salary (high school)	\$85,352	\$92,915
Superintendent’s salary	\$116,749	\$121,387
Percentage of budget for teachers’ salaries	41%	40%
Percentage of budget for administrators’ salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

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.

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