

Student/Community Profile – Data and Findings

School and Community Profile

Since 1962, Leigh High School, one of five comprehensive high schools in Campbell Union High School District (CUHSD), has prided itself on producing academic excellence. Nestled in a residential community of mostly single family homes in the Los Gatos foothills, Leigh serves a community of middle to upper-middle class students in the heart of Silicon Valley. Leigh is a safe, motivating place for students to obtain an education, one that prepares them to compete at some of the most demanding institutions of higher learning nationwide. Leigh's 1700+ students annually score above the state and national averages on the STAR, CAHSEE, SAT, and Advanced Placement tests. Leigh also serves a large Special Education population through its Resource, Special Day Class, and Emotionally Disturbed programs. Maintaining an average class size of thirty students, Leigh provides a comprehensive curriculum that includes instructional programs designed for college-bound, Special Education, and vocational students.

Advanced Placement (AP) instruction is offered in Chemistry, English, US History, European History, American Government, Studio Art, Spanish Language, French Language, Physics, Biology, Calculus, and Music Theory. Leigh also offers seven honors classes: English 1-4, World History, Biology, and Chemistry. Our AVID program (Advancement Via Individual Determination) has been in place for over four years, so we now have four AVID classes, one for each grade level. The Central County Occupational Center (CCOC) offers interested students a variety of vocational training in areas such as multi-media, cosmetology, managerial accounting, electrical maintenance, and auto body repair. All high school students in the county's Deaf and Hard of Hearing (Deaf/HOH) program attend classes at Leigh, some of whom take sheltered classes with other Deaf students, but many of whom are mainstreamed into classes with Leigh's hearing population.

In 2006, 386 seniors were eligible for graduation from Leigh High School, 45.2% of whom met the UC system's A-G requirements. Of those graduates, 43% planned to attend a four-year university, 45% planned to begin their higher education at a community college, 2% entered the military, the job market, or a vocational school, and 10% had not made a decision about their future plans at the time of graduation.

Over the past few years, Leigh has focused its efforts on building teachers' capacity for using research-based strategies and students' ability to maximize those strategies. The faculty has studied classroom instruction that works, discussed the scope and sequence of their curriculum, developed basic benchmark assessments, started analyzing student work, and discussed standardized test-taking strategies. Leigh has formed a Collaboration Team to identify faculty and student needs as well as create a single focus for professional development across campus. The team meets regularly to align the collaboration schedule with schoolwide goals and incorporate feedback from colleagues to develop a professional development calendar.

Leigh is currently in the final stages of its building renovations, which were initiated by a ninety-five million dollar local school bond measure passed in 1999. All playing fields and a majority of the schools classrooms have been renovated. The administration offices, library, cafeteria, student quad, art classrooms, and former music classrooms are next in line for renovation.

Because Leigh High School was built in 1962, building renovations will continue until the school is completely retrofitted for education in the twenty-first century.

Student activities beyond the classroom mirror the students' academic performance at Leigh. There are more than thirty clubs on campus open to all students, with meeting times during lunch or after school, which makes it convenient for students to attend. Each club or organization must have a constitution and must be approved by the Associated Student Body (ASB). The ASB approves clubs that provide a service for students and that contribute to the overall success of students at Leigh by providing them with useful and interesting activities that help them achieve the ESLRs.

Student government is a vital part of the extra-curricular life of Leigh. The students involved are elected by their peers and foster community amongst students and staff. A subgroup of this organization is Leigh's Student Congress where diverse representatives are chosen from each sixth period class. These congress meetings promote discussion, planning, and publicity for campus activities.

Leigh's athletic program has thirty-five sports teams for girls and boys during every season and has a strong commitment to academics as well. All athletes must maintain a 2.0 grade point average to participate on a team. Leigh Longhorns take great pride in balancing their rigorous academic program with competitive sports.

Parental Involvement

One of the greatest strengths of Leigh is the outstanding support and involvement of parents. In addition to serving on the School Site Council, many parents are also involved in organizations that directly benefit Leigh students. The Home and School Club is open to all parents and community members and supports the school in many different ways including providing refreshments for school events, supporting faculty with funding for classroom supplies, and staffing the College and Career Center. This organization also provides scholarships to graduating seniors each year. The Instrumental Music Parents Association (IMPA) is made up of parents from all instrumental and auxiliary ensembles. This organization does a great deal of fundraising and is crucial to the success of the outstanding music department. Center Stage is the parent organization that supports the production of school plays. Parent coordinators assist with all facets of production. The All-Sports Booster Club supports the athletic teams at Leigh. These parents and community members provide concessions at football and basketball games and help support Leigh's athletic program.

Numerous opportunities are available for parents to participate in the school program including back-to-school nights, guidance counseling presentations, general course selection, AP information night, financial aid, and college nights for seniors. Parents have access to many forms of communication to keep track of their student and school events. These include the LHS website, School Loop and Parent Corner emails, Leigh's Communication Newsletters, Aeries Gradebook to monitor assignments and grades, and School Loop, where teachers post daily homework assignments.

Nearly all Leigh teachers are members of the Campbell Union High School Teachers Association (CHSTA), a union under the aegis of the California Teachers Association. CHSTA represents teachers in collective bargaining with the district and also offers legal representation for teachers if needed. Classified employees belong to the California School Employees

Association (CSEA), a union that negotiates the contract and ensures that it is upheld for the benefit of both the employees and the district.

Bell Schedules

Leigh has been on a block schedule since 1998. Most students take six classes, three blocks a day (periods 1, 2, 3, 5, 6, and 7). Some students take classes beyond the regular school day; we offer a zero period everyday for 50 minutes, as well as a fourth period and eighth period in the afternoons. Students like the block schedule because it allows them more time to work on each class's homework, and many students take advantage of a morning tutorial period to get extra attention from their teachers.

We hold collaboration days once every six weeks on back-to-back A/B days. Faculty meets in the morning and students have a late-start day with slightly shorter class periods. Minimum days occur at the end of every six-week grading period.

Regular Schedule:

A Day	Time	B Day	Minutes
0 Period	7:00 – 7:50	0 Period	50
Tutorial	7:50 – 8:20	Tutorial	30
Period 1	8:25 – 10:00	Period 5	95
Period 2	10:10 – 11:50	Period 6	100
Lunch	11:50 – 12:25	Lunch	35
Period 3	12:30 – 2:05	Period 7	95
Period 4	2:15 – 3:50	Period 8	95

Collaboration Day Schedule:

A Day	Time	B Day	Minutes
0 Period	7:00 – 7:50	0 Period	50
Collaboration	7:50 – 9:00	Collaboration	70
Tutorial	9:00 – 9:30	Tutorial	30
Period 1	9:35 – 10:50	Period 5	75
Period 2	11:00 – 12:15	Period 6	75
Lunch	12:15 – 12:50	Lunch	35
Period 3	12:55 – 2:10	Period 7	75
Period 4	2:20 – 3:35	Period 8	75

Minimum Day Schedule:

A Day	Time	B Day	Minutes
0 Period	7:00 – 7:50	0 Period	50
Tutorial	7:50 – 8:20	Tutorial	30
Period 1	8:25 – 9:20	Period 5	55
Period 2	9:30 – 10:25	Period 6	55
Period 3	10:35 – 11:30	Period 7	55
Period 4	11:40 – 12:35	Period 8	55

Average Daily Attendance (ADA)

Leigh has a very high ADA rate. ADA is tracked monthly at four week intervals beginning on the first day of school.

2007-2008 Average Daily Attendance	
Month 1	97.86%
Month 2	96.77%
Month 3	96.23%
Month 4	95.33%
Month 5	95.68%

Vision Statement, Mission Statement, and ESLRs

During the spring of 2006, the School Site Council worked to revise the Vision and Mission Statements. This new revision reflects the mission, vision, and goals of the district's strategic plan. In the spring of 2007, Home Groups involved in Leigh's WASC Self Study further considered the mission and vision statements and made slight changes to best reflect Leigh's current goals.

Vision Statement

Leigh High School is an exceptional community that fosters our students' academic and social needs with a supportive and professional learning environment.

Where what matters most to Faculty and Staff is:

- Motivating students to learn, become independent thinkers, and prepare for a successful future that meets their goals and aspirations
- Sharing a passion for learning by maintaining professionalism and striving to exceed established standards
- Support from peers and administrators
- Smaller class sizes which effectively nurture student learning
- The belief that school is a place where connections can be made for all students

Where what matters most to Parents is:

- Constructing an environment where the curriculum is creative and engaging
- Valuing, respecting, and encouraging student opinions
- Producing confident, self motivated, independent and successful students

Where what matters most to Students is:

- Being prepared for the future while still enjoying the high school experience
- Motivating students and teachers to do their best through school spirit and unity

Mission Statement

Leigh High School seeks to provide a challenging learning environment, enabling students to exceed standards and expectations and to grow into positive, contributing citizens in a dynamic society. To accomplish this, Leigh High School will expose students to a rigorous, meaningful, standards-based curriculum and support their continued development through our Expected Schoolwide Learning Results (ESLRs).

Expected Schoolwide Learning Results

In May of 2007, teachers and administrators revised Leigh's six-year-old ESLRs. The process began in department Home Groups where staff reflected on the existing ESLRs, discussing these questions:

- Why do we have ESLRs? Why are they important?
- What life skills should Leigh graduates have acquired to thrive in the world beyond high school?
- What are the most important things (beyond curriculum-specific knowledge) I want my students to learn by the time they graduate?
- How would I describe the ideal Leigh graduate?
- How can I take my idea of the "ideal graduate" and describe that with 4-6 expectations?

The WASC Coordinator compiled the results of Home Groups' discussions and presented a revision to the staff at the next faculty meeting for further feedback. One innovative suggestion from the Social Science Home Group was to convert the ESLRs into a Leigh acronym. The faculty embraced this change enthusiastically. Now, instead of numbered ESLRs, our ESLRs spell "Leigh," making our ESLRs truly our own and much easier to remember.

Leigh's ESLRs:

Leigh students will be:

Lifelong Learners who:

- Possess the skills to continue learning beyond high school
- Are motivated to learn on their own

Effective Communicators who:

- Speak, write, and use technology to communicate well
- Work well collaboratively

Individuals of Integrity who:

- Are aware of and personally responsible for their actions

Global Participants who:

- Show respect for individual differences, global cultures, and the world around them
- Contribute positively and responsibly to their communities

High-Level Critical Thinkers who:

- Make connections between subjects
- Analyze, synthesize, apply and evaluate information
- Solve problems capably and make informed decisions

Staff Demographics

Teachers and Administrators

Leigh attracts and hires the most qualified teachers who are a good fit for the school. We have a total of 83 teachers, some of whom teach part time, and eight administrators. Nearly 40% of our staff members have a Master's Degree, and a large percentage, 42.7%, have a bachelor's degree plus thirty additional semester units. In 2006-07, only four teachers were first-year teachers, and ten were second-year teachers. Over 83% of our teachers have at least two years of experience in the classroom, with the average number of years teaching at 11.9. The

average teacher has been in the district for over nine years, and Leigh is fortunate to employ and retain some of the most senior teachers and staff in all of the Campbell Union High School District.

The statistics in the following table come from the CDE website and indicates that one teacher does not have a bachelor's degree; however, all teachers at Leigh have at least a bachelor's degree, and this is likely an error in the system.

Staff Education Level 2006-07				
	All Certified Staff	Teachers	Administrators	Pupil Services
Doctorate	0 (0%)	0 (0%)	0 (0%)	0 (0.0%)
Master's Degree +30	23 (25.8%)	20 (24.1%)	2 (40%)	1 (50%)
Master's Degree	12 (13.5%)	9 (10.8%)	3 (60%)	1 (50%)
Bachelor's Degree +30	38 (42.7%)	38 (45.8%)	0 (0%)	0 (0%)
Bachelor's Degree	15 (16.9%)	15 (18.1%)	0 (0%)	0 (0%)
Less than Bachelor's Degree	1 (1.1%)	1 (1.2%)	0 (0%)	0 (0%)
Total	89	83	5	2

Our Vice Principal is a National Board Certified teacher, and over 85% of our teachers have a full credential, with most others working on university intern credentials. All new teachers participate in the district's New Teacher Project, which is staffed by three full-time experienced, credentialed teachers who each work closely with fifteen beginning teachers across the district to support and assess their work. All teachers are teaching within their credentialed subject area and are highly qualified according to No Child Left Behind.

Of our eight administrators, two are male. Of the 83 teachers, about 60% are female and 40% male. About 84% of our staff is white, about 8% is Hispanic, 4.5% is Asian, one staff member is African American, and one staff member is Pacific Islander.

Classified Staff and Other Staff

Leigh has one confidential employee, the Principal's Secretary, and seven classified clerical staff members. These are the Receptionist, Registrar/Guidance Secretary, Attendance Clerk, Health Clerk, Library Clerk, Bookroom Clerk, and School Banker. All but one are female, and they have worked at Leigh for an average of about years. The district employs one librarian who is assigned to Leigh one full day a week.

The Special Education Department works with a group of nine paraprofessionals who work as Special Education Aides, assisting students and teachers both in Special Education classes and in mainstream classes. All are female, eight are white, and one is Indian. All of Leigh's aides meet county requirements of having completed 60 college units or passed the county's test for Special Education Paraprofessional employment. The Special Education Department also has five of its own therapists, all female.

Additionally, because Leigh's campus is home to Santa Clara County's Deaf and Hard of Hearing Program (Deaf/HOH) for high school students, we host a staff of four teachers of the Deaf, two of whom are Deaf themselves, three Deaf teacher aides, and fifteen sign language interpreters. All Deaf/HOH staff members are employed by the county. The teachers teach sheltered Deaf/HOH classes, while the interpreters assist mainstreamed Deaf/HOH students by interpreting their classes and activities such as sports. Three of the teachers are female, one is

male, and of the fifteen interpreters, one is male. Many interpreters have been at Leigh for several years, including one who has been at the site since 1981.

As part of the Support Our Students (SOS) counseling program, four teen therapists work on campus five days a week. Three are female and one is male. They come to us from The Teen and Family Counseling Center and Almaden Valley Counseling.

To assist the deans with disciplinary matters and to ensure the safety of the campus and students, a San Jose Police Department officer is on campus five days a week. Currently four male officers are assigned to Leigh.

Although Leigh teachers have a high attendance rate, there are over 100 district substitutes currently registered with the SubFinder System. Substitutes must have a bachelor's degree and a credential, or at least an emergency credential or 30-day permit, and they must be fingerprinted, TB tested, and registered with the district. Our district supports "super subs," who are retired teachers from the district who are paid at a slightly higher daily rate. Also, Leigh has a staff of four custodians, including a day custodian and a night supervisor who oversee facilities services and are always on call to assist when needed.

Staff Development

Leigh teachers have been involved in several types of professional development over the past few years. In August just before the school year began, there were two days of paid training which focused on examining data and closing the achievement gap, Bloom's Taxonomy and higher order thinking skills, and effective use of local resources such as the public library. Over sixty of our eighty-three teachers attended. Last year our instructional emphasis was on writing across the curriculum, with additional collaboration outside the classroom to develop curriculum guides and AP vertical teaming strategies. Specialists in writing across the curriculum and AP vertical teaming led teachers in several valuable sessions of professional development.

Smaller scale versions of staff development occur on collaboration days and during other scheduled meetings as teachers work in departments or small groups to help their colleagues. Examples include SChoolPlan training for departments, School Loop and Aeries tutorials for teachers who need training, and other curriculum-specific coaching.

Funding has allowed three departments to recently attend standards-based conferences that supported the LEA action plan. PE teachers went to sessions on implementing the standards, the art department flew to New York for a national art conference, and our band teacher attended a national music conference in Chicago. In addition, five teachers in the English department attended training sessions in the fall of 2007 on the Step Up to Writing program.

Student Demographic Data

The 2006-07 population at Leigh was about 65% white, 10% Hispanic or Latino, and 7% Asian. All other ethnicities represented less than 2% each of the total population, except for those reporting multiple ethnicities or no response, which represented about 17% of the population.

Student Enrollment by Ethnicity/Race						
	2006-07		2005-06		2004-05	
	# of students	% of students	# of students	% of students	# of students	% of students
American Indian or Alaska Native	8	0.5	3	0.2	7	0.4
Asian	119	6.9	149	8.4	131	7.6
Pacific Islander	3	0.2	1	0.1	2	0.1
Filipino	20	1.2	21	1.2	15	0.9
Hispanic or Latino	162	9.4	158	8.9	158	9.1
African American (not of Hispanic origin)	29	1.7	19	1.1	26	1.5
White (not of Hispanic origin)	198	63.5	1187	66.8	1168	67.6
Multiple Ethnicities or No Response	291	16.8	238	13.4	222	12.8
Total Enrollment	1730		1776		1729	

Enrollment is typically evenly distributed between grades, and gender distribution is always close to 50-50:

Enrollment by Grade and Gender									
	2006-07			2005-06			2004-05		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Grade 9	205 (47.9%)	223 (52.1%)	428	230 (50.1%)	229 (49.9%)	459	219 (46.7%)	250 (53.3%)	469
Grade 10	228 (50.8%)	221 (49.2%)	449	218 (47.0%)	246 (53.0%)	464	193 (44.7%)	239 (55.3%)	432
Grade 11	211 (46.9%)	239 (53.1%)	450	189 (44.4%)	237 (55.6%)	426	225 (50.4%)	221 (49.6%)	446
Grade 12	183 (45.4%)	220 (41.6%)	403	220 (51.5%)	207 (48.5%)	427	192 (50.3%)	190 (49.7%)	382

According to the 2007 STAR test, Leigh has no students participating in the Free or Reduced-Price Lunch program or the Migrant Education Program. Ninety-six percent of students have been continuously enrolled since the October 2006 CBEDS data collection (Mobility).

Leigh's limited English Learners are mostly Redesignated Fluent English Proficient (RFEP). Because English Learners in the district attend one of three schools other than Leigh, any EL students at Leigh waive their rights to English Language Development (ELD) services. English Learners in the district attend Del Mar, Westmont, or Prospect High Schools, which has special EL programs to support them.

Language Proficiency			
	2006-07	2005-06	2004-05
Total Enrollment	1730	1776	1729
English Learners	0 (0.0%)	0 (0.0%)	0 (0.0%)
Fluent-English-Proficient Students	81 (4.7%)	73 (4.1%)	85 (4.9%)
Students Redesignated FEP	9 (0.0%)	4 (0.0%)	0 (0.0%)

About 10% of Leigh's population is enrolled in Special Education in one of three programs: Resource (RSP), Special Day Class (SDC), or Emotionally Disturbed (ED).

Special Education Enrollment			
	2007-08	2006-07	2005-06
Resource (RSP)	108 (6.2%)	118 (6.8%)	131 (7.4%)
Special Day Class (SDC)	40 (2.3%)	40 (2.3%)	34 (1.9%)
Emotionally Disturbed (ED)	25 (1.4%)	23 (1.3%)	27 (1.5%)
Total	173 (10.0%)	181 (10.2%)	192 (11.1%)

The following table on expulsions, suspensions, and truancies is striking because of the sudden spike in the truancy rate between 2004-05 and 2005-06. In the 2005-06 school year, teachers began using the online Aeries system to take daily attendance, no longer filling out Scantron sheets by hand. Once this change was made, it was easier for teachers to record tardies even after they had initially taken attendance during a class period. Tardies were recorded more accurately, thus spiking the truancy rate.

Expulsion, Suspension, and Truancy Information			
	2006-07	2005-06	2004-05
Total Enrollment	1,730	1,776	1,729
# of Students with Unexcused Absence or Tardy on 3 or More Days (Truants)	750	820	234
Truancy Rate	43.35%	46.17%	13.53%
Suspensions	87	61	40
Expulsions	14	9	10

Leigh has a very low dropout rate and an extremely high graduation rate, especially when compared to the county as a whole:

Dropouts			
	2005-06	2004-05	2003-04
Grade 9	5 (1.1%)	12 (2.6%)	1 (0.2%)
Grade 10	3 (0.6%)	7 (1.6%)	4 (0.8%)
Grade 11	7 (1.6%)	12 (2.7%)	6 (1.4%)
Grade 12	10 (2.3%)	9 (2.4%)	5 (1.4%)
4-Year Derived Dropout Rate (Grades 9-12)	5.6	8.9	3.8
1-Year Dropout Rate (Grades 9-12)	1.4	2.3	1.0

Graduation Rate			
	2005-06	2004-05	2003-04
Leigh High School	94.4	95.9	98.0
District	87.2	89.1	91.0
Santa Clara County	86.5	88.4	91.7

Parents of Leigh students are highly educated. According to STAR data, the average parent education level is 3.7, where 1 represents "not a high school graduate" and 5 represents "graduate school."

Parent Education Level		
	2006-2007	2005-2006
Percentage with a response	95	96
Of those with a response:		
Not a high school graduate	2%	2%
High school graduate	9%	10%
Some college	31%	30%
College graduate	32%	34%
Graduate school	25%	24%

Student Performance Data

API

API Growth 2004-2007		
2006 Base API: 808*	2007 Growth API: 803	Growth from 2006 to 2007: -5
2005 Base API: 773	2006 Growth API: 789*	Growth from 2005 to 2006: 16
2004 Base API: 747	2005 Growth API: 773	Growth from 2004 to 2005: 26

*In March 2007, the California Department of Education recalculated all schools' API scores in the state. One of the things CDE factored into API was the NCLB Life Science exam that all sophomores are required to take during STAR (independent of their lab science classes). Our students' scores raised our overall API score from 789 to 808.

Ranks		
	Statewide Rank	Similar Schools Rank
2006	9	4
2005	9	4
2004	9	2

Subgroup API

2007 Subgroup API							
	Number of students included in 2007 API	Numerically significant in both years	2007 Growth	2006 Base	2006-2007 Growth Target	2006-2007 Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	30	No					
American Indian or Alaska Native	11	No					
Asian	130	Yes	878	880	A	-2	Yes
Filipino	23	No					
Hispanic or Latino	144	Yes	728	701	5	27	Yes
Pacific Islander	2	No					
White (not of Hispanic origin)	892	Yes	808	815	A	-7	Yes
Socioeconomically Disadvantaged	21	No					
English Learners	41	No					
Students with Disabilities	115	No	522				

2006 Subgroup API							
	Number of students included in 2006 API	Numerically significant in Both Years	2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	24	No					
American Indian or Alaska Native	8	No					
Asian	124	Yes	882	848	A	34	Yes
Filipino	21	No					
Hispanic or Latino	138	Yes	675	676	1	-1	No
Pacific Islander	3	No					
White (not of Hispanic origin)	935	Yes	796	778	1	18	Yes
Socioeconomically Disadvantaged	34	No					
English Learners	44	No					
Students with Disabilities	42	No		516			

2005 Subgroup API							
	Number of students included in 2005 API	Numerically significant in Both Years	2005 Growth	2004 Base	2004-05 Growth Target	2004-05 Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	22	No					
American Indian or Alaska Native	5	No					
Asian	144	Yes	848	843	A	5	Yes
Filipino	13	No					
Hispanic or Latino	126	Yes	676	653	2	23	Yes
Pacific Islander	3	No					
White (not of Hispanic origin)	934	Yes	778	749	2	29	Yes
Socioeconomically Disadvantaged	29	No					

AYP

School Overview for 2005-2007:

2006-2007

Made AYP: Yes
 Met 10 of 10 AYP criteria
 Participation Rate – ELA: Yes
 Participation Rate – Math: Yes
 Percent Proficient ELA: Yes
 Percent Proficient Math: Yes
 Graduation Rate: Yes
 API – Additional Indicator for AYP: Yes

2005-2006

Made AYP: Yes
 Met 10 of 10 AYP criteria
 Participation Rate – ELA: Yes
 Participation Rate – Math: Yes
 Percent Proficient ELA: Yes
 Percent Proficient Math: Yes
 Graduation Rate: Yes
 API – Additional Indicator for AYP: Yes

2004-2005

Made AYP: Yes
 Participation Rate – ELA: Yes
 Participation Rate – Math: Yes
 Percent Proficient ELA: Yes
 Percent Proficient Math: Yes
 Graduation Rate: Yes
 API – Additional Indicator for AYP: Yes

Participation Rate

2007 Participation Rate				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2007 AYP Criteria
Schoolwide	437	431	99	Yes
African American or Black (not of Hispanic origin)	11	11	100	
American Indian or Alaska Native	5	5	100	
Asian	41	41	100	
Filipino	11	11	100	
Hispanic or Latino	60	59	99	
Pacific Islander	1	1	100	
White (not of Hispanic origin)	303	298	98	Yes
Socioeconomically Disadvantaged	7	7	100	
English Learners	5	5	100	
Students With Disabilities	48	45	94	

2006 Participation Rate				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2006 AYP Criteria
Schoolwide	450	444	99	Yes
African American or Black (not of Hispanic origin)	10	10	100	
American Indian or Alaska Native	2	2	100	
Asian	46	46	100	
Filipino	5	5	100	
Hispanic or Latino	52	49	95	
Pacific Islander	1	1	100	
White (not of Hispanic origin)	333	330	99	Yes
Socioeconomically Disadvantaged	13	12	93	
English Learners	20	20	100	
Students With Disabilities	29	28	97	

2005 Participation Rate				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria
Schoolwide	431	421	98	Yes
African American or Black (not of Hispanic origin)	12	10	84	
American Indian or Alaska Native	3	2	67	
Asian	44	43	98	
Filipino	5	5	100	
Hispanic or Latino	49	46	94	
Pacific Islander	1	1	100	
White (not of Hispanic origin)	316	313	99	Yes
Socioeconomically Disadvantaged	12	11	92	
English Learners	0	0		
Students With Disabilities	54	54	100	

Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts

ELA 2007 Percent Proficient – Annual Measurable Objectives (AMOs)				
	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2007 AYP Criteria
Schoolwide	416	310	74.5	Yes
African American or Black (not of Hispanic origin)	11	7	63.6	
American Indian or Alaska Native	5	--	--	
Asian	39	35	89.7	
Filipino	11	8	72.7	
Hispanic or Latino	52	31	59.6	
Pacific Islander	1	--	--	
White (not of Hispanic origin)	292	222	76.0	Yes
Socioeconomically Disadvantaged	5	--	--	
English Learners	4	--	--	
Students With Disabilities	42	3	7.1	

ELA 2006 Percent Proficient – Annual Measurable Objectives (AMOs)

	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2006 AYP Criteria
Schoolwide	439	340	77.4	Yes
African American or Black (not of Hispanic origin)	10	--	--	
American Indian or Alaska Native	2	--	--	
Asian	45	41	91.1	
Filipino	5	--	--	
Hispanic or Latino	49	26	53.1	
Pacific Islander	1	--	--	
White (not of Hispanic origin)	326	258	79.1	Yes
Socioeconomically Disadvantaged	12	4	33.3	
English Learners	20	12	60.0	
Students With Disabilities	27	1	3.7	

ELA 2005 Percent Proficient – Annual Measurable Objectives (AMOs)

	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2005 AYP Criteria
Schoolwide	405	305	75.3	Yes
African American or Black (not of Hispanic origin)	10	--	--	
American Indian or Alaska Native	1	--	--	
Asian	40	30	75.0	
Filipino	5	--	--	
Hispanic or Latino	42	26	61.9	
Pacific Islander	1	--	--	
White (not of Hispanic origin)	306	238	77.8	Yes
Socioeconomically Disadvantaged	11	5	45.5	
English Learners	0	--	--	
Students With Disabilities	53	13	24.5	

Mathematics

Mathematics 2007 Percent Proficient – Annual Measurable Objectives (AMOs)				
	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2007 AYP Criteria
Schoolwide	416	319	76.7	Yes
African American or Black (not of Hispanic origin)	11	6	54.5	
American Indian or Alaska Native	5	--	--	
Asian	39	36	92.3	
Filipino	11	8	72.7	
Hispanic or Latino	52	35	67.3	
Pacific Islander	1	--	--	
White (not of Hispanic origin)	292	227	77.7	Yes
Socioeconomically Disadvantaged	5	--	--	
English Learners	4	--	--	
Students With Disabilities	44	7	15.9	

Mathematics 2006 Percent Proficient – Annual Measurable Objectives (AMOs)				
	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2006 AYP Criteria
Schoolwide	443	323	72.9	Yes
African American or Black (not of Hispanic origin)	10	--	--	
American Indian or Alaska Native	2	--	--	
Asian	45	40	88.9	
Filipino	5	--	--	
Hispanic or Latino	51	20	39.2	
Pacific Islander	1	--	--	
White (not of Hispanic origin)	328	252	76.8	Yes
Socioeconomically Disadvantaged	13	2	15.4	
English Learners	20	12	60.0	
Students With Disabilities	28	1	3.6	

Mathematics 2005 Percent Proficient – Annual Measurable Objectives (AMOs)				
	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2005 AYP Criteria
Schoolwide	408	284	69.6	Yes
African American or Black (not of Hispanic origin)	11	5	45.5	
American Indian or Alaska Native	1	--	--	
Asian	40	32	80.0	
Filipino	5	0	--	
Hispanic or Latino	42	17	40.5	
Pacific Islander	1	0	--	
White (not of Hispanic origin)	308	224	72.7	Yes
Socioeconomically Disadvantaged	11	6	54.5	
English Learners	0	0	--	
Students With Disabilities	53	7	13.2	

California Standards Test (CST)

The CSTs for mathematics, science tests, and World History are aligned with the courses the students completed or will complete by the end of the school year. The “EOC” column summarizes the results for all students within the school who took each course/discipline-specific test. The “Mean Scale Score” is the arithmetic mean or average of the scale scores for all students who took content-specific CSTs without modifications. The scale scores for each grade and subject area range between 150 (low) to 600 (high). Scale scores are used to equate the CSTs from year to year and to determine the performance levels. While the average number of questions answered correctly should not be compared from year to year, scale scores and the percentage of students scoring at each performance level may be compared within each grade level and subject area (e.g., ninth grade 2006 to ninth grade 2007).

2007 Results

CST English-Language Arts				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	421	438	435	
% of Enrollment	99.5	99.1	99.3	
Mean Scale Score	380.4	361.5	362.1	
% Advanced	42	28	29	
% Proficient	32	36	29	
% Basic	18	20	21	
% Below Basic	5	10	11	
% Far Below Basic	4	6	10	

<i>CST General Mathematics</i>				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	30			30
% of Enrollment	7.1			
Mean Scale Score	271.1			271.1
% Advanced	0			0
% Proficient	0			0
% Basic	13			13
% Below Basic	47			47
% Far Below Basic	40			40

<i>CST Algebra 1</i>				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	213	71	15	299
% of Enrollment	50.4	16.1	3.4	
Mean Scale Score	323.3	285.7	266.9	311.5
% Advanced	0	0	0	0
% Proficient	28	6	0	21
% Basic	37	24	13	32
% Below Basic	29	52	53	36
% Far Below Basic	6	18	33	10

<i>CST Geometry</i>				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	160	182	65	407
% of Enrollment	37.8	41.2	14.8	
Mean Scale Score	368.8	300.5	273.5	323.0
% Advanced	22	0	0	9
% Proficient	35	10	6	19
% Basic	33	45	17	36
% Below Basic	9	37	52	29
% Far Below Basic	1	9	25	8

<i>CST Integrated Math 2</i>				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested			2	2
% of Enrollment			0.5	
Mean Scale Score			*	*
% Advanced			*	*
% Proficient			*	*
% Basic			*	*
% Below Basic			*	*
% Far Below Basic			*	*

CST Algebra 2				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	11	145	189	345
% of Enrollment	2.6	32.8	43.2	
Mean Scale Score	433.2	367.5	296.3	330/6
% Advanced	45	18	1	9
% Proficient	55	48	16	31
% Basic	0	23	25	24
% Below Basic	0	9	41	26
% Far Below Basic	0	1	17	10

CST Summative High School Mathematics (Grade 9-11)				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	1	10	106	117
% of Enrollment	0.2	2.3	24.2	
Mean Scale Score	*	*	380.9	383.5
% Advanced	*	*	25	27
% Proficient	*	*	49	46
% Basic	*	*	16	16
% Below Basic	*	*	9	9
% Far Below Basic	*	*	1	2

CST World History				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	4	438	4	446
% of Enrollment	0.9	99.1	0.9	
Mean Scale Score	*	360.1	*	359.2
% Advanced	*	27	*	26
% Proficient	*	29	*	29
% Basic	*	24	*	24
% Below Basic	*	8	*	8
% Far Below Basic	*	12	*	12

CST US History				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested			436	
% of Enrollment			99.5	
Mean Scale Score			347.1	
% Advanced			18	
% Proficient			29	
% Basic			29	
% Below Basic			14	
% Far Below Basic			10	

CST Science – Grade 10 Life Science

	Grade 9	Grade 10	Grade 11	EOC
Students Tested		437		
% of Enrollment		98.9		
Mean Scale Score		361.1		
% Advanced		28		
% Proficient		32		
% Basic		22		
% Below Basic		9		
% Far Below Basic		8		

CST Biology/Life Sciences

	Grade 9	Grade 10	Grade 11	EOC
Students Tested	188	297	51	536
% of Enrollment	44.4	67.2	11.6	
Mean Scale Score	387.8	360.3	384.8	372.3
% Advanced	43	23	41	32
% Proficient	38	35	29	36
% Basic	16	30	14	24
% Below Basic	3	8	14	7
% Far Below Basic	1	4	2	2

CST Chemistry

	Grade 9	Grade 10	Grade 11	EOC
Students Tested		92	208	300
% of Enrollment		20.8	47.5	
Mean Scale Score		372.1	344.9	353.2
% Advanced		32	13	19
% Proficient		34	29	30
% Basic		32	43	40
% Below Basic		3	6	5
% Far Below Basic		0	9	6

CST Physics

	Grade 9	Grade 10	Grade 11	EOC
Students Tested		1	94	95
% of Enrollment		0.2	21.5	
Mean Scale Score		*	338.2	339.9
% Advanced		*	17	18
% Proficient		*	13	13
% Basic		*	44	43
% Below Basic		*	19	19
% Far Below Basic		*	7	7

2006 Results

CST English-Language Arts				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	444	443	402	
% of Enrollment	99.6	98.7	99.0	
Mean Scale Score	377.1	367.0	359.9	
% Advanced	39	36	33	
% Proficient	32	28	27	
% Basic	17	22	22	
% Below Basic	8	8	10	
% Far Below Basic	4	7	10	

CST General Mathematics				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	39			39
% of Enrollment	8.7			
Mean Scale Score	282.0			282.0
% Advanced	0			0
% Proficient	5			5
% Basic	15			15
% Below Basic	64			64
% Far Below Basic	15			15

CST Algebra 1				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	241	75	17	333
% of Enrollment	54.0	16.7	4.2	
Mean Scale Score	326.3	298.2	268.8	317.0
% Advanced	2	0	0	1
% Proficient	30	17	0	26
% Basic	39	27	29	36
% Below Basic	23	40	29	27
% Far Below Basic	6	16	41	10

CST Geometry				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	147	210	73	430
% of Enrollment	33.0	46.8	18.0	
Mean Scale Score	376.0	305.7	291.8	327.4
% Advanced	19	2	1	8
% Proficient	48	13	8	24
% Basic	29	38	29	33
% Below Basic	4	39	49	29
% Far Below Basic	0	8	12	6

CST Algebra 2				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	10	121	127	258
% of Enrollment	2.2	26.9	31.3	
Mean Scale Score	*	372.6	294.6	337.6
% Advanced	*	20	2	13
% Proficient	*	47	8	27
% Basic	*	24	31	27
% Below Basic	*	7	39	22
% Far Below Basic	*	2	20	11

CST Summative High School Mathematics (Grade 9-11)				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested		12	111	123
% of Enrollment		2.7	27.3	
Mean Scale Score		375.1	363.8	364.9
% Advanced		25	14	15
% Proficient		33	40	39
% Basic		25	36	35
% Below Basic		17	10	11
% Far Below Basic		0	0	0

CST World History				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested		443		
% of Enrollment		98.7		
Mean Scale Score		365.0		
% Advanced		30		
% Proficient		25		
% Basic		26		
% Below Basic		7		
% Far Below Basic		12		

CST US History				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested			402	
% of Enrollment			99.0	
Mean Scale Score			354.9	
% Advanced			23	
% Proficient			30	
% Basic			26	
% Below Basic			12	
% Far Below Basic			9	

CST Science – Grade 10 Life Science

	Grade 9	Grade 10	Grade 11	EOC
Students Tested		443		
% of Enrollment		98.7		
Mean Scale Score		359.3		
% Advanced		24		
% Proficient		35		
% Basic		25		
% Below Basic		10		
% Far Below Basic		6		

CST Biology/Life Sciences

	Grade 9	Grade 10	Grade 11	EOC
Students Tested	102	224	45	371
% of Enrollment	22.9	49.9	11.1	
Mean Scale Score	381.9	359.3	359.6	365.6
% Advanced	38	21	29	26
% Proficient	39	36	24	35
% Basic	23	38	33	33
% Below Basic	0	5	11	4
% Far Below Basic	0	1	2	1

CST Chemistry

	Grade 9	Grade 10	Grade 11	EOC
Students Tested	1	67	178	246
% of Enrollment	0.2	14.9	43.8	
Mean Scale Score	*	372.0	346.1	353.0
% Advanced	*	36	10	17
% Proficient	*	33	39	37
% Basic	*	28	40	37
% Below Basic	*	1	7	5
% Far Below Basic	*	1	4	4

CST Earth Science

	Grade 9	Grade 10	Grade 11	EOC
Students Tested	70	1		71
% of Enrollment	15.7	0.2		
Mean Scale Score	358.0	*		358.5
% Advanced	19	*		18
% Proficient	37	*		38
% Basic	41	*		41
% Below Basic	3	*		3
% Far Below Basic	0	*		0

CST Physics				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	1	3	40	44
% of Enrollment	0.2	0.7	9.9	
Mean Scale Score	*	*	370.3	367.2
% Advanced	*	*	33	30
% Proficient	*	*	28	30
% Basic	*	*	33	32
% Below Basic	*	*	5	7
% Far Below Basic	*	*	3	2

2005 Results

CST English-Language Arts				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	457	419	415	
% of Enrollment	99.6	97.7	97.4	
Mean Scale Score	376.6	358.3	351.8	
% Advanced	39	28	23	
% Proficient	31	29	34	
% Basic	19	25	22	
% Below Basic	7	10	12	
% Far Below Basic	4	7	10	

CST General Mathematics				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	11			11
% of Enrollment	2.4			
Mean Scale Score	262.6			262.6
% Advanced	0			0
% Proficient	0			0
% Basic	0			0
% Below Basic	64			64
% Far Below Basic	36			36

CST Algebra 1				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	266	117	33	416
% of Enrollment	58.0	27.3	7.7	
Mean Scale Score	323.2	290.7	287.8	311.2
% Advanced	0	1	0	0
% Proficient	23	7	6	17
% Basic	51	31	30	44
% Below Basic	23	42	55	31
% Far Below Basic	4	20	9	9

CST Geometry				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	129	151	67	347
% of Enrollment	28.1	35.2	15.7	
Mean Scale Score	395.1	317.1	291.8	341.2
% Advanced	36	2	4	15
% Proficient	43	17	6	25
% Basic	17	46	28	32
% Below Basic	3	32	40	23
% Far Below Basic	1	3	21	5

CST Integrated Math 2				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested			2	2
% of Enrollment			0.5	
Mean Scale Score			*	*
% Advanced			*	*
% Proficient			*	*
% Basic			*	*
% Below Basic			*	*
% Far Below Basic			*	*

CST Algebra 2				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	9	112	158	279
% of Enrollment	2.0	26.1	37.1	
Mean Scale Score	*	356.3	302.5	327.3
% Advanced	*	13	3	7
% Proficient	*	41	13	27
% Basic	*	36	32	33
% Below Basic	*	8	35	23
% Far Below Basic	*	3	18	11

CST Summative High School Mathematics (Grade 9-11)				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	1	8	92	101
% of Enrollment	0.2	1.9	21.6	
Mean Scale Score	*	*	356.8	359.0
% Advanced	*	*	10	11
% Proficient	*	*	41	43
% Basic	*	*	41	37
% Below Basic	*	*	9	9
% Far Below Basic	*	*	0	0

<i>CST World History</i>				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested		417		
% of Enrollment		97.2		
Mean Scale Score		355.0		
% Advanced		29		
% Proficient		26		
% Basic		24		
% Below Basic		6		
% Far Below Basic		15		

<i>CST US History</i>				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested			413	
% of Enrollment			96.9	
Mean Scale Score			354.4	
% Advanced			22	
% Proficient			35	
% Basic			23	
% Below Basic			12	
% Far Below Basic			8	

<i>CST Biology/Life Sciences</i>				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	81	221	20	322
% of Enrollment	17.6	51.5	4.7	
Mean Scale Score	385.8	363.0	409.8	371.6
% Advanced	36	18	60	25
% Proficient	43	48	25	45
% Basic	21	29	10	26
% Below Basic	0	5	5	3
% Far Below Basic	0	1	0	1

<i>CST Chemistry</i>				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested		25	220	245
% of Enrollment		5.8	51.6	
Mean Scale Score		375.3	333.6	337.8
% Advanced		24	7	9
% Proficient		48	30	31
% Basic		28	40	39
% Below Basic		0	18	16
% Far Below Basic		0	6	5

CST Earth Science				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	98			98
% of Enrollment	21.4			
Mean Scale Score	354.1			354.1
% Advanced	21			21
% Proficient	32			32
% Basic	33			33
% Below Basic	7			7
% Far Below Basic	7			7

CST Physics				
	Grade 9	Grade 10	Grade 11	EOC
Students Tested	1		26	27
% of Enrollment	0.2		6.1	
Mean Scale Score	*		371.7	371.1
% Advanced	*		23	22
% Proficient	*		42	44
% Basic	*		35	33
% Below Basic	*		0	0
% Far Below Basic	*		0	0

California High School Exit Exam (CAHSEE)

English-Language Arts (ELA)

2007 – 10th Grade CAHSEE Results – ELA						
	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Mean Scaled Score
All students	434	397	91%	37	9%	398
Male	208	185	89%	23	11%	392
Female	226	212	94%	14	6%	404
American Indian or Alaska Native	5	--	--	--	--	--
Asian	41	40	98%	1	2%	412
Pacific Islander	1	--	--	--	--	--
Filipino	11	10	91%	1	9%	401
Hispanic or Latino	60	48	80%	12	20%	383
African American or Black	11	10	91%	1	9%	386
White	300	279	93%	21	7%	400
Special Education Students	45	18	40%	27	60%	342

2006 – 10th Grade CAHSEE Results – ELA

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Mean Scaled Score
All students	445	414	93%	31	7%	402
Male	237	213	90%	24	10%	497
Female	208	201	97%	7	3%	408
American Indian or Alaska Native	2	--	--	--	--	--
Asian	47	45	96%	2	4%	412
Pacific Islander	1	--	--	--	--	--
Filipino	5	--	--	--	--	--
Hispanic or Latino	49	37	76%	12	24%	377
African American or Black	10	--	--	--	--	--
White	330	313	95%	17	5%	405
Special Education Students	28	6	21%	22	79%	334

2005 – 10th Grade CAHSEE Results – ELA

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Mean Scaled Score
All students	423	390	92%	33	8%	400
Male	235	212	90%	23	10%	394
Female	188	178	95%	10	5%	408
American Indian or Alaska Native	2	--	--	--	--	--
Asian	43	41	95%	2	5%	405
Pacific Islander	1	--	--	--	--	--
Filipino	5	--	--	--	--	--
Hispanic or Latino	46	41	89%	5	11%	385
African American or Black	10	--	--	--	--	--
White	315	290	92%	25	8%	402
Special Education Students	56	35	63%	21	38%	356

Mathematics

2007 – 10th Grade CAHSEE Results – Mathematics						
	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Mean Scaled Score
All students	424	381	90%	43%	10%	404
Male	202	183	91%	19	9%	406
Female	222	198	89%	24	11%	402
American Indian or Alaska Native	5	--	--	--	--	--
Asian	40	39	98%	1	3%	428
Pacific Islander	1	--	--	--	--	--
Filipino	11	10	91%	1	9%	407
Hispanic or Latino	58	49	84%	9	16%	387
African American or Black	10	--	--	--	--	--
White	294	267	91%	27	9%	405
Special Education Students	41	16	39%	25	61%	351

2006 – 10th Grade CAHSEE Results – Mathematics						
	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Mean Scaled Score
All students	446	413	93%	33	7%	403
Male	238	217	91%	21	9%	403
Female	208	196	94%	12	6%	402
American Indian or Alaska Native	2	--	--	--	--	--
Asian	47	47	100%	0	0%	426
Pacific Islander	1	--	--	--	--	--
Filipino	5	--	--	--	--	--
Hispanic or Latino	49	38	78%	11	22%	371
African American or Black	10	--	--	--	--	--
White	331	310	94%	21	6%	405
Special Education Students	26	6	23%	20	77%	340

2005 – 10th Grade CAHSEE Results – Mathematics

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Mean Scaled Score
All students	425	371	87%	54	13%	397
Male	237	202	85%	35	15%	397
Female	188	169	90%	19	10%	398
American Indian or Alaska Native	2	--	--	--	--	--
Asian	43	41	95%	2	5%	412
Pacific Islander	1	--	--	--	--	--
Filipino	5	--	--	--	--	--
Hispanic or Latino	46	36	78%	10	22%	375
African American or Black	11	6	55%	5	45%	369
White	316	279	88%	37	12%	399
Special Education Students	57	23	40%	34	60%	350

Other Measures of Student Achievement

Every year over half of Leigh's enrolled seniors take the SAT. A large percentage of our juniors also take the test, but we do not have statistics for exactly how many take it and how they score. The following table shows average scores for seniors taking the test over the past three years.

SAT Scores			
	2006-07	2005-06	2004-05
12th Grade Enrollment	403	427	382
Number (%) Tested	236 (58.56%)	283 (66.28%)	200 (52.36%)
Verbal Average	544	531	543
Math Average	563	551	561
Writing Average	545	534	*
Total Average	1652/2400	1616/2400	1104/1600

In the past two years, over 200 students have taken over 400 AP tests. A score of 3 is generally considered passing and can earn the student college credit. In 2007, students scored a 3 or above on nearly 80% of the tests they took.

AP Test Scores			
	2006-07	2005-06	2004-05
Grade 12 Enrollment	403	427	382
Grade 11 & 12 Enrollment	853	853	828
# of Test Takers	220	232	193
Exam Score = 1	13	46	21
Exam Score = 2	74	105	92
Exam Score = 3	127	135	147
Exam Score = 4	137	101	99
Exam Score = 5	83	33	49
# of Tests Taken	434	420	408
# of Test Scores \geq 3	347	269	295
% of Test Scores \geq 3	79.9	64.0	72.3

EAP stands for Early Assessment Program and is overseen by the California State University (CSU) system. The tests assess the college readiness of students in math and English and are now integrated into the CST. Juniors are encouraged to answer 15-20 additional questions on their ELA CST and Math CST (if taking Algebra 2 or higher), and junior English teachers administer an essay test in class that is sent to ETS for grading. If students do not pass the EAP their junior year, they must take the CSU placement tests before they begin college. Only 2007 results are available online.

2007 EAP – Early Assessment of Readiness				
	Students Tested	Ready for College	Ready for College - Conditional	Did Not Demonstrate College Readiness
College English	427	121 (28%)	**	305 (71%)
College Mathematics (Algebra 2)	161	11 (7%)	36 (22%)	114 (71%)
College Mathematics (Summative High School Mathematics)	97	33 (34%)	62 (64%)	2 (2%)
College Mathematics (Total)	258	44 (17%)	98 (38%)	116 (45%)

Report Card Analysis: % of D's and F's		
	D's	F's
Fall 2007-2008	10.3%	8.4%
Spring 2006-2007	10.3%	8.6%
Fall 2006-2007	9.7%	7.6%

# of Students Taking Algebra 1 by Grade Level						
	Total # Taking	9th Grade	10th Grade	11th Grade	12th Grade	Average Class Size
2007-08	285	227	47	10	1	23.8
2006-07	262	216	42	4	0	26.2
2005-06	297	235	47	7	4	27.0