

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: __9__ Elementary schools
 __3__ Middle schools
 __0__ Junior high schools
 __3__ High schools
 __0__ Other

 __15__ TOTAL
2. District Per Pupil Expenditure: __\$7,266__

 Average State Per Pupil Expenditure: __\$6,919__

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- [] Urban or large central city
 [] Suburban school with characteristics typical of an urban area
 [X] Suburban
 [] Small city or town in a rural area
 [] Rural
4. 8 Number of years the principal has been in her/his position at this school.

 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K					8			
1					9	328	298	626
2					10	371	311	682
3					11	303	299	602
4					12	273	267	540
5					Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								2,450

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| 72 | % White |
| 2 | % Black or African American |
| 9 | % Hispanic or Latino |
| 16 | % Asian/Pacific Islander |
| 1 | % American Indian/Alaskan Native |
| 100 | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 9 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	82
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	149
(3)	Total of all transferred students [sum of rows (1) and (2)]	231
(4)	Total number of students in the school as of October 1	2,450
(5)	Total transferred students in row (3) divided by total students in row (4)	.094
(6)	Amount in row (5) multiplied by 100	9.40

8. Limited English Proficient students in the school: 5 %
 93 Total Number Limited English

Proficient

Number of languages represented: 32

Specify languages: Spanish, Vietnamese, Cantonese, Korean, Pilipino-Tagalog, Portuguese, Mandarin, Japanese, Cambodian-Khmer, Lao, Arabic, Armenian, Farsi-Persian, French, German, Greek, Hindi, Indonesian, Italian, Punjabi, Russian, Thai, Turkish, Urdu, Pashto, Polish, Assyrian, Gujarati, Taiwanese, Serbo-Croatian-Bosnian, English, all other.

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 65

10. Students receiving special education services: 5 %
 132 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> 1 </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 7 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u>105</u> Specific Learning Disability
<u> 7 </u> Emotional Disturbance	<u> 7 </u> Speech or Language Impairment
<u> 2 </u> Hearing Impairment	<u> 2 </u> Traumatic Brain Injury
<u> 0 </u> Mental Retardation	<u> 0 </u> Visual Impairment Including Blindness
<u> 0 </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 4 </u>	<u> 0 </u>
Classroom teachers	<u> 99 </u>	<u> 10 </u>
Special resource teachers/specialists	<u> 8 </u>	<u> 0 </u>
Paraprofessionals	<u> 0 </u>	<u> 10 </u>
Support staff	<u> 23 </u>	<u> 8 </u>
Total number	<u>134</u>	<u> 28 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	96%	96%	97%	95%
Daily teacher attendance	96%	96%	96%	N/A%	N/A%
Teacher turnover rate	7%	9%	10%	22%	15%
Student dropout rate (middle/high)	>1%	>1%	>1%	>1%	>1%
Student drop-off rate (high school)	8%	7%	10%	11%	10%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	463
Enrolled in a 4-year college or university	_50_%
Enrolled in a community college	_38_%
Enrolled in vocational training	_2_%
Found employment	_2_%
Military service	_1_%
Other (travel, staying home, etc.)	_7_%
Unknown	_0_%
Total	100 %

Part III – Summary:

The mission of Amador Valley High School is to promote and enhance the intellectual and personal growth of our students. This goal is directly tied to the Pleasanton Unified School District mission to provide the best quality education for all students through a positive learning environment which develops confidence and capability in each individual that result in a commitment of lifelong learning. Amador Valley's community of students, parents, and staff has been very successful in fulfilling the school's mission even with a major shift in the make-up of students over the past 20 years.

The population of Pleasanton has nearly doubled since 1980 to 67,700. Located 40 miles east of San Francisco, the once-quiet farming town has evolved into an affluent, mid-sized city that is home to a growing business base and increasingly diverse population. The percentage of ethnic students has grown from 25% to 28%, which is significant because the student population has increased by 500 students since the 2000-2001 school year to almost 2,500. The median household income for Pleasanton is \$90,859, and only a small percent of students require free or reduced meals.

Even as Amador Valley's students continue to grow and change, the school still maintains the moniker of "The School of Champions". Amador Valley was one of nine schools (and one of only three high schools) in the nation to be named a 2004-2005 National School of Character. The school earned honors as a California Distinguished School in 1994, 2001, and 2005 and as a National Blue Ribbon School in 2002. Amador Valley is also one of twelve pilot schools in the Civic Mission of Schools, a non-partisan grassroots movement dedicated to improving and expanding the instruction of civic responsibility to students. In 2001, AVHS initiated an open-access policy for Advanced Placement classes and has enjoyed not only an increase in students enrolled and the number of tests taken, but has also seen a steady rise in students receiving scores of 3 or above. In the first year of open access, 299 students took 698 tests with 72.2% scoring a 3 or above; this year 451 students took 1,054 tests with 88.5% achieving that mark. This success has also been repeated with the California High School Exit Exam (CAHSEE) where 95% and 93% of Amador Valley students respectively passed the mathematics and English/language arts sections. Amador Valley has also met the Adequate Yearly Progress (AYP) for the last three years and has upheld a statewide rank of 10 while schools with similar demographics have held a ranking of 7.

Amador Valley has a very active and caring parent community that provides sustenance through donations, volunteer hours, and general support. Parents are vital in their positions on the School Site Council, WASC committees, and the Parent Teacher Student Association, in addition to serving as office volunteers and members of booster organizations such as Athletic Boosters and Amador Friends of Music. Amador Valley has nurtured relationships with the business community through the 20-hour community service requirement for seniors in civics classes and in the working relationships with nearby Lawrence Livermore Lab, Valley Care Medical Center, and Zone 7 Water District.

"Working together . . . to make a difference" has remained Amador Valley's motto for many years because all members of the Amador community are valuable in creating the best possible experience for each and every student. The students, staff, parents, and neighbors help make Amador Valley a truly great place for kids.

Part IV – Indicators of Academic Success

1. Assessment Results:

Data collected from the state mandated testing program is an essential tool in measuring and reflecting upon how Amador Valley High School achieves the goal of providing the best quality education for all students. Administrators and teachers work together to analyze the scores for both English language arts and mathematics to determine important factors in the educational experience of students such as the effectiveness of instruction, adherence and alignment to standards, and areas for improvement. In short, the analysis of test results allows the school to review, reflect and revise in order to provide an arena in which each student can achieve success.

The performance levels for the California standardized tests, which are repeatedly recognized as the highest in the United States, “are based on how well students achieve identified state-adopted content standards, not how student results compare with the results of other students taking the same tests.” Students are given a score of 1 through 5:

5--Advanced: Exceeds grade level expectations/standards

4--Proficient: Adequately meets the grade level expectations/standards

3--Basic: Has the basic skills for the grade level standards and approaching to meet the grade level expectations/standards

2--Below Basic: Inadequate basic skills and does not meet the grade level expectations/standards

1--Far Below Basic: Lacking the basic skills and far from meeting the grade level expectations/standards

The above information comes from the California Department of Education’s website, <http://www.cde.ca.gov/ta/tg/sr/documents/star04perf.pdf>

Amador Valley’s test scores over the past three years have shown that all students have performed at high levels in both English and math. For 9th grade English, the scores have risen for the percentage of students *at or above proficient* while remaining even for the percentage of students *at advanced* and *at or above basic*. While the actual numbers may vary at the 10th and 11th grade levels for English, those scores have also basically stayed the same for those students who score *at or above basic* and have shown increases for students scoring *at or above proficient* and *at advanced* for those two grades. The results, however, are more complicated when reviewing the geometry, Algebra I, Algebra II, and High School Summative Math scores for 9th, 10th, and 11th students. Due to a curriculum revision at the District level, Algebra is now offered at the eighth grade level and geometry at the ninth grade, which means the school is emphasizing a higher level of math to a younger group of students. Amador Valley’s students are still performing well above other schools, but the numbers appear to have dropped due to this more rigorous focus. The numbers for the percentage of students *at or above basic* have fallen for all levels except 10th grade High School Summative Math, which has seen a gain with only twelve students taking that test. The scores for 9th grade Algebra I, 9th grade geometry, and 11th grade Algebra I have fallen but have made some small progress towards climbing back to the higher scores, while 10th grade Algebra I, 10th grade geometry, 10th grade Algebra II, 11th grade geometry, and 11th grade Algebra II have decreased and not shown any movement back up. Eleventh grade High School Summative math was the only level to remain relatively constant over the past several years.

When looking at the scores for students by ethnicity, White and Asian students tend to score higher than Hispanic and African American students; however, the scores for Hispanic students have risen significantly. Amador Valley is proud of this achievement and will continue to

concentrate on strategies to help Hispanic students. The enrollment of Hispanic students has practically doubled in the past several years, bringing students to Amador Valley with limited English skills and, in some cases, no formal educational background. To this end, raising achievement levels for Hispanic students is one of the critical academic needs identified for this year's Western Association of Schools and Colleges (WASC) Accreditation process. The scores for African American students are not available as African-Americans are not considered a statistically significant category at Amador Valley because they number fewer than 100; therefore the state does not provide computed scores for the group as a whole.

2. Using Assessment Results:

In the Pleasanton Unified School District, the school year begins with three teacher work days prior to the arrival of students. One day is reserved for a new school year celebration and District-wide staff development day with the second day set aside as a teacher work day. The third day is a site staff development day during which administrators and teachers review the data from the previous year's testing. At Amador Valley, administrators celebrate successes first with teachers before transitioning into a discussion that begins with the staff as a whole and then moves into each department regarding areas for improvement and plans for addressing those needs. These discussions are then reported back to the staff as a whole at the end of the day. The findings are used to carefully construct department plans for improvement during the first month of school. These plans are reviewed by the administration and presented back to the District leadership.

Throughout the year, each department continues to address the areas for improvement throughout the year during the weekly department meetings or in separate grade level/subject meetings within each department. The Curriculum Council, comprised of department chairs, is another means for addressing needs across departments where the department chairs present and discuss ideas. Assessment results are also examined by the School Site Council when departments make requests to secure categorical funds in order to address identified needs.

During the school year, each teacher is given disaggregated data for the previous year's students as well as for current students to help formulate individual plans to devise and implement instructional strategies. This student data is combined with classroom assessments and various other standardized testing results such as the California High School Exit Exam (CAHSEE), the SAT, and/or Advanced Placement Tests to help teachers and administrators evaluate more clearly student performance in comparison to the state standards. This analysis helps formulate plans as to how teachers can best address individual student needs.

3. Communicating Assessment Results:

The Pleasanton Unified School District and Amador Valley High School are fortunate to be in a community that is highly involved in and supportive of providing rigorous educational opportunities for all students. The students, parents, and community at large are also extremely concerned with the results of those educational opportunities and desire information at all levels. Parents receive in the mail all standardized and District-based criterion-referenced assessment results in addition to testing information and interpretation of results. The information is presented in various forms during Back-to-School-Night in September. Teachers also share test information, preparation, and results with students during class time throughout the year. The District holds open meetings for parents and community members to discuss the assessment results and creates press releases to disseminate the information to the local newspapers such as *the Valley Times*, *the Tri-Valley Herald*, *the Pleasanton Weekly*, and *the Independent* as well as for the District website. The school newspaper, *the Amador*, also reviews results and publishes articles regarding testing. *Que Pasa*, the newsletter created by the Amador Valley Parent,

Teacher, Student Association (PTSA), also carries information regarding testing and/or progress towards objectives. The School Accountability Report Card (SARC) features assessment results and is updated and available every spring. The SARC can also be accessed via the school or District website, which is another source for testing information. Finally, presentations are made at Governing Board meetings, which are broadcast to the community at large over the public access channel, Channel 30.

4. Sharing Success:

The mission statements of both Amador Valley High School and the Pleasanton Unified School District include phrases regarding the success of “all students” and “our students” which includes students beyond the physical borders of the Amador Valley attendance area. Amador routinely shares best practices and holds articulation meetings with the cross-town “rival” Foothill. Time is provided for collaboration at the beginning of each school year for the departments at each of the high schools and the alternative high school. Amador provides monthly cross-curricular and inter-departmental collaboration opportunities made possible by an A/B rally schedule in which administrators supervise students while teachers meet. In February 2006, teachers at both high schools ratified a proposal to add weekly collaboration meetings into the schedule and are awaiting board approval. Articulation also occurs among the three middle schools and the high schools so that students are better able to transition to their respective high schools. Amador Valley has been fortunate to receive recognition as a California Distinguished School, a National Blue Ribbon School, and National School of Character, and, as a result, Amador Valley is known to other schools around the state and country as a reliable resource in regards to best practices. This networking has allowed Amador Valley to share information as well as to gather information from other schools in order to help address Amador Valley’s own needs and concerns.

Part IV – Curriculum and Instruction:

1. Curriculum:

Amador Valley High School boasts an instructional program that is aligned with State Content Standards and that strives to meet the needs of all students. Our teaching and support staffs are committed to implementing innovative teaching strategies to ensure that all students receive a quality educational experience. Honors and Advanced Placement courses enhance the college preparatory programs by providing students with the opportunity for in-depth exploration within various curricular areas. Amador Valley also benefits from extensive community involvement from business and community groups. Pleasanton Partners in Education (PPIE) and the Tri-Valley Educational Collaborative (TEC) continue to facilitate collaboration between the educational and business communities in Pleasanton. Amador Valley also offers a diverse extracurricular program to develop students’ interests and talents. For example, the Competition Civics Team, Marching Band, Color Guard, Robotics Team, Varsity Cheer Squad, and school yearbook have all received national recognition. The Amador Valley Competition Civics team just became the 2006 State Champions and will represent California in the national competition in Washington D.C in April, 2006.

Each individual department has undergone an extensive process to align instruction with the California state content standards. The **career preparation department** offers elective courses in business, health, consumer and family studies, and industrial and computer technology, and works closely with the Regional Occupational Program (R.O.P.) to enrich the size and scope of these disciplines. The **mathematics department** offers a wide variety of classes to support student achievement. Students can take Algebra 1, geometry, Algebra 2, pre-calculus, AP Calculus, or AP Statistics (although as mentioned above in the assessment section, most students start 9th grade in geometry) or may select another course sequence of Math 1, 2, 3, 4 to learn the subject matter of Algebra I, geometry, and Algebra II spread over four years allowing the

students to learn the subject matter at a slower pace while still meeting the California State University (CSU) and University of California (UC) requirements. The math department also offers the challenge of honors and AP courses as well as provides support with the Algebra Essentials, blocked Algebra support classes, and California High School Exit Exam (CAHSEE) classes.

The **science department** offers students college preparatory courses and advanced placement courses in biology, chemistry, and physics as well as less rigorous courses in physical science and biological science. Anatomy and physiology, biotechnology, botany, and conceptual physics courses are UC-approved laboratory sciences and available to students who want more opportunities to explore the disciplines of science. The **social studies department** offers standards-based courses in the one semester 9th grade Global Studies, as well as the year-long 10th grade World History, 11th grade U.S. History, and 12th grade Civics and Economics courses. Honors courses are offered at the 9th and 10th grade levels with advanced placement available to sophomores, juniors, and seniors. Other courses offered by the social studies department include AP Human Geography, AP Government and Politics, AP Macroeconomics, Law and Society, AP Microeconomics, Psychology, AP Psychology, and 9th, 10th, 11th, and 12th grade Sheltered Social Studies for students who need English language support.

The **special education department** modifies the PUSD board-approved curriculum in English, math, social studies, and health to meet the needs of the students at each grade level both in resource and special day classes as well as for students who have been mainstreamed. Special education students are also offered a learning lab for additional academic support. The foreign language department is now known as the **world languages department** in part due to the recent addition of American Sign Language classes (levels 1 through 3 with a 4th level added for next school year). World language courses include Spanish, French, German, and Japanese as well as Advanced Placement courses in all four of these languages.

Amador Valley has developed solutions that address those areas of concern that have arisen from test data analysis. For example, the **Advancement via Individual Determination** or **AVID program** was added to service students “in the middle”. Study skills classes were reconfigured into **Academic Support**, a class modeled on the special education “learning labs” that offer students not only time to work on homework in a structured environment but also teach students basic academic survival skills such as note-taking, organization, time management, and test-taking strategies.

Amador Valley also developed a **campus-wide academy program** consisting of five career-themed smaller learning communities that focus on student interests while delivering a rigorous academic course load. Students are afforded the opportunity to pursue real-world experiences through career awareness and exploration activities.

This year the **English learner program** was expanded to include a self-contained classroom that delivers intense academic and language instruction to English learner students who had little or no academic history either in their home language or English. Amador Valley also offers support classes in both English and math for students who have not passed the California High School Exit Exam. The **visual and performing arts department** is discussed below number three.

2b. English:

The **English department** class offerings span a student’s career at Amador Valley with courses in freshmen, sophomore, and junior English. Seniors may select from several courses such as Advanced Composition, English Literature, World Literature, Exploring Knowledge, and

Literature & the Dynamics of Social Justice, all of which stress critical analysis of literature, expository writing, vocabulary enrichment, and grammatical expertise as well as creative expression and oratory skills. Students can also take English electives such as Creative Writing, Debate, Journalism, and Speech. Honors courses are offered at the freshmen and sophomore levels while Advanced Placement courses are offered the junior year (AP Language) and the senior year (AP Literature). The English department provides academic support through the Sheltered English Learner courses as well as the California High School Exit Exam (CAHSEE) courses.

Recognizing the importance of literature in these courses, the department assesses students' reading levels and encourages pleasurable reading in addition to the standards-based instruction of reading. All English classes teach reading comprehension through Close Reading Strategies and literary analysis. Freshmen and junior teachers test reading levels during the first two weeks of school; the results are used to identify at-risk students so that appropriate strategies and resources can be designed and implemented. Teachers recommend other learning aides such as side-by-side texts for the works of William Shakespeare and "books on tape" to students with reading challenges. All core books are available in print or audio format at the school library or through the District Media Center. The library supports the English department with a large catalog of quality young adult fiction and non-fiction. All grade levels take part in Sustained Silent Reading, which encourages students to pursue their own reading interests and utilizes logs, journals, or creative activities to help deepen understanding and fluency. The entire school acknowledges the importance of reading fluency and comprehension; hence reading skills are emphasized across all curricular areas. Social studies, science, math, career preparation, and world languages all teach comprehension skills as they pertain to their particular instructional materials and activities.

3. Visual and Performing Arts:

The visual and performing arts (VAPA) department offers a rich and varied experience in the arts for a diverse cross section of the Amador Valley student body with standards-based lessons that parallel the rigor found in the school's academic curriculum. VAPA is also the fastest-growing department on campus. For example, the marching band has grown from 130 to 200 students, and ceramics classes are now offered during all seven periods. The band recently marched in the 2005 New Year's Day Parade in London and has taken top honors at numerous competitions. The photography courses have grown from three sections to five and now offer instruction in digital photography and photo manipulation. VAPA also offers three sections of video production, which is housed in a computer lab of 25 workstations where students can edit their own films. The drama department has expanded into beginning, intermediate, and advanced courses that produce original plays for elementary students, conducts middle school workshops, and stages one-act plays written and directed by high school students. The drama students also host several productions such as the Fall play, the Spring Musical collaboration with Foothill High School, the annual AIDS Benefit, Comedy Night, Mystery Dinner Theatre and the Drama Awards.

Students, however, study more than just color theory, film, music theory, or acting. They actively explore other disciplines, study or perform the work of master artists as well as develop their own original works. In addition to performance-based assessment, students are also tested through traditional paper-and-pencil tests consisting of vocabulary, short answer, and exposition. Participating in class room critiques helps students to develop higher level thinking skills and further develop their artistic or performance skills with culminating art portfolios or public performances.

But what truly makes the visual and performing arts department essential to Amador Valley's mission is the flexibility of the various disciplines to incorporate school-wide goals into their curriculum. These goals include curricular achievement, civic responsibility, and critical thinking. Students and teachers actively engage and participate in the character education program, *the Amador Way*. The six expected behaviors of **Respect, Responsibility, Compassion, Honesty, Integrity, and Self-Discipline** are stressed and incorporated in classroom management, scoring rubrics, and the artwork itself. While every department at Amador Valley High School is worthy of mention, the visual and performing arts department encompasses everything that Amador Valley strives to do in its work towards promoting and enhancing the intellectual and personal growth of all students.

4. Instructional Methods:

Amador Valley High School believes that making personal connections with students and providing real world experiences through a rigorous, standards-based curriculum is the key to student success. This goal is achieved through the dedication of teachers and administration--starting from the first day teachers report back to work and meet as a staff to begin planning, and continuing throughout the year with District staff development days, weekly departmental meetings, grade level meetings, cross-curricular collaboration, and articulation.

Amador staff members have worked diligently to align all courses, Board-approved course outlines, and course-work with the California State Standards, and have also adopted standards-based textbooks. Curriculum is delivered in myriad ways to develop all students' critical thinking and problem-solving skills. Teachers are encouraged to begin class with a warm-up activity before moving into specific instruction strategies. Students are given time for guided practice with constant feedback from the teacher as well as for opportunities for self-assessment. Strategies that will enhance the needs of individual students and courses are used in all departments and by all teachers. These strategies include lectures, teacher or student demonstrations, multi-media presentations, research, scientific labs, and class discussions or debates. Teachers strive to provide students with activities and opportunities that focus on real-world applications, hands-on experiments, portfolios, and project-based learning. The library is a valuable resource that supports standards-based projects in all curricular areas. The librarian is dedicated to ensuring that all students receive instruction on effective ways to use the library and its wide array of up-to-date research materials. She teaches information literacy to all students in Freshman English and builds on that foundation in subsequent years either by providing instruction to specific classes when they visit the library or serving as a resource to students as they use the library and media center independently.

Students are assessed both formally and informally as a way to continuously check for understanding and monitor progress. Teachers use quizzes, tests, homework, class work, and projects to determine what level students have attained in regards to the standards. In addition, techniques such as reflective writing or journals, critiques, self-assessment rubrics, and conferences are regularly utilized to allow students the opportunity for self-assessment and reflection on their own progress.

5. Professional Development:

Amador Valley teachers are provided with and encouraged to pursue opportunities for professional growth both within the District and/or by attending workshops, classes, and conferences. These opportunities allow teachers to reflect on their teaching practice and to improve the quality of instruction.

New teachers take part in the Tri-Valley Teacher Induction Program (TV-TIP) which pairs new teachers with an experienced teaching coach. Amador Valley also holds monthly orientation meetings for teachers new to the campus. New administrators may take part in professional development sessions as part of the clear professional credential courses offered in conjunction with the New Teacher Center at the University of California at Santa Cruz, and/ or they attend monthly “Shortcuts to Excellence” classes sponsored by the District.

All teachers have three District-mandated professional development days built into their work schedule at the beginning of the school year. The first event of the teacher work year is either the site or District staff development day. The District-sponsored day enables every teacher and staff member to select at least three sessions of professional development from among over seventy workshops with topics including classroom management, electronic grade books, teacher website design, gang and drug awareness, textbook utilization, and assessment/evaluation strategies. These topics are inspired by a teacher committee composed of one teacher from every school site and are always tied to the District goals for student achievement. Every topic is designed to help teachers deliver to students a high level of instruction and to maintain standards of excellence. Teachers also have the opportunity to meet in departments to facilitate articulation across campuses, grade levels, and school levels, thus ensuring that students benefit through increased learning opportunities and focused instruction.

This year, the other two site staff development days at Amador were devoted to data analysis from the California standardized tests and the Western Association of Schools and Colleges (WASC) accreditation self-study. The time for data analysis helped teachers and administrators develop plans to address student needs and craft departmental improvement plans. The District demonstrates its commitment to professional development by annually allocating over \$400,000 to pay teachers a maximum of \$750 for up to 18 hours of training/development taken outside of the school day.

The new District teacher assessment process includes a standard for professional development that helps reinforce Amador Valley’s commitment to developing and keeping quality teachers. Amador Valley teachers are then better equipped to address student needs and deliver a high quality, world class education.

Part VII – Assessment Results:

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
Grade 9 English-Language Arts
California Standards Test**

Testing Month	2004–2005 April	2003–2004 April	2002–2003 April
SCHOOL SCORES			
% At/ Above Basic	91	90	90
% At/Above Proficient	74	71	70
% At Advanced	47	34	40
Number of students tested	665	599	573
Percent of total students tested	98	99	99
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	77	76	74
Number of students tested	489	417	434
2. Asian			
% At/Above Proficient	89	76	74
Number of students tested	94	75	73
3. Hispanic/Latino			
% At/Above Proficient	46	38	33
Number of students tested	53	73	39
4. Black			
% At/Above Proficient	26	57	DNA
Number of students tested	8	14	4
5. Economically Disadvantaged			
% At/ Above Basic	57	67	44
% At/Above Proficient	24	30	22
% At Advanced	7	10	11
Number of students tested	31	30	18
6. English Learner			
% At/ Above Basic	46	46	55
% At/Above Proficient	14	5	15
% At Advanced	5	0	10
Number of students tested	23	22	20

Note: *DNA (Data Not Available): Information was not released by the State. This was due to 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported); or 2) The State did not begin tracking the information until a later date (ethnicity information).*

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
Grade 9 Mathematics (Algebra I)
California Standards Test**

Testing Month	2004–2005 April	2003–2004 April	2002–2003 April
SCHOOL SCORES			
% At/ Above Basic	68	58	83
% At/Above Proficient	33	30	62
% At Advanced	5	1	27
Number of students tested	292	234	417
Percent of total students tested	43	39	72
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	37	33	63
Number of students tested	215	157	324
2. Asian			
% At/Above Proficient	45	44	81
Number of students tested	18	16	37
3. Hispanic/Latino			
% At/Above Proficient	22	11	42
Number of students tested	41	44	36
4. Black			
% At/Above Proficient	0	DNA	DNA
Number of students tested	7	3	3
5. Economically Disadvantaged			
% At/ Above Basic	56	37	54
% At/Above Proficient	12	6	23
% At Advanced	0	0	0
Number of students tested	25	16	13
6. English Learner			
% At/ Above Basic	45	35	89
% At/Above Proficient	20	14	72
% At Advanced	5	0	33
Number of students tested	20	14	18

Note: *DNA (Data Not Available): Information was not released by the State. This was due to 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported); or 2) The State did not begin tracking the information until a later date (ethnicity information).*

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
Grade 9 Mathematics (Geometry)
California Standards Test**

Testing Month	2004–2005 April	2003–2004 April	2002–2003 April
SCHOOL SCORES			
% At/ Above Basic	96	95	98
% At/Above Proficient	79	73	94
% At Advanced	43	33	52
Number of students tested	342	316	105
Percent of total students tested	51	52	18
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	75	73	93
Number of students tested	256	233	76
2. Asian			
% At/Above Proficient	96	75	96
Number of students tested	68	51	25
3. Hispanic/Latino			
% At/Above Proficient	100	72	36
Number of students tested	10	18	11
4. Black			
% At/Above Proficient	100	DNA	DNA
Number of students tested	1	5	1
5. Economically Disadvantaged			
% At/ Above Basic	100	83	0
% At/Above Proficient	66	83	0
% At Advanced	33	50	0
Number of students tested	3	6	0
6. English Learner			
% At/ Above Basic	0	100	100
% At/Above Proficient	0	100	100
% At Advanced	0	50	100
Number of students tested	0	4	1

Note: *DNA (Data Not Available): Information was not released by the State. This was due to 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported); or 2) The State did not begin tracking the information until a later date (ethnicity information).*

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
Grade 10 English-Language Arts
California Standards Test**

Testing Month	2004–2005 April	2003–2004 April	2002–2003 April
SCHOOL SCORES			
% At/ Above Basic	87	88	83
% At/Above Proficient	70	68	60
% At Advanced	37	38	26
Number of students tested	580	552	513
Percent of total students tested	98	98	98
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	73	72	64
Number of students tested	408	413	371
2. Asian			
% At/Above Proficient	79	66	60
Number of students tested	75	76	58
3. Hispanic/Latino			
% At/Above Proficient	42	40	33
Number of students tested	62	43	48
4. Black			
% At/Above Proficient	75	DNA	DNA
Number of students tested	12	4	4
5. Economically Disadvantaged			
% At/ Above Basic	57	60	61
% At/Above Proficient	35	30	22
% At Advanced	13	10	11
Number of students tested	23	10	18
6. English Learner			
% At/ Above Basic	24	38	25
% At/Above Proficient	5	0	0
% At Advanced	0	0	0
Number of students tested	21	26	17

Note: *DNA (Data Not Available): Information was not released by the State. This was due to 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported); or 2) The State did not begin tracking the information until a later date (ethnicity information).*

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
Grade 10 Mathematics (Algebra I)
California Standards Test**

Testing Month	2004–2005 April	2003–2004 April	2002–2003 April
SCHOOL SCORES			
% At/ Above Basic	22	32	57
% At/Above Proficient	7	6	16
% At Advanced	2	1	1
Number of students tested	61	74	168
Percent of total students tested	10	13	32
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	6	10	14
Number of students tested	34	50	113
2. Asian			
% At/Above Proficient	33	DNA	DNA
Number of students tested	3	6	7
3. Hispanic/Latino			
% At/Above Proficient	6	0	7
Number of students tested	18	12	29
4. Black			
% At/Above Proficient	0	DNA	DNA
Number of students tested	1	3	3
5. Economically Disadvantaged			
% At/ Above Basic	13	60	36
% At/Above Proficient	0	0	0
% At Advanced	0	0	0
Number of students tested	8	5	11
6. English Learner			
% At/ Above Basic	9	18	40
% At/Above Proficient	0	0	20
% At Advanced	0	0	0
Number of students tested	11	11	10

Note: *DNA (Data Not Available): Information was not released by the State. This was due to 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported); or 2) The State did not begin tracking the information until a later date (ethnicity information).*

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
Grade 10 Mathematics (Geometry)
California Standards Test**

Testing Month	2004–2005	2003–2004	2002–2003
	April	April	April
SCHOOL SCORES			
% At/ Above Basic	53	77	91
% At/Above Proficient	19	50	51
% At Advanced	3	14	8
Number of students tested	187	326	207
Percent of total students tested	32	58	40
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	18	49	51
Number of students tested	134	260	160
2. Asian			
% At/Above Proficient	42	69	57
Number of students tested	12	32	23
3. Hispanic/Latino			
% At/Above Proficient	11	44	DNA
Number of students tested	28	25	7
4. Black			
% At/Above Proficient	33	DNA	DNA
Number of students tested	6	1	1
5. Economically Disadvantaged			
% At/ Above Basic	44	80	100
% At/Above Proficient	22	40	40
% At Advanced	11	0	0
Number of students tested	9	5	5
6. English Learner			
% At/ Above Basic	24	63	80
% At/Above Proficient	17	25	40
% At Advanced	0	0	20
Number of students tested	6	8	5

Note: *DNA (Data Not Available): Information was not released by the State. This was due to 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported); or 2) The State did not begin tracking the information until a later date (ethnicity information).*

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
Grade 10 Mathematics (Algebra II)
California Standards Test**

Testing Month	2004–2005	2003–2004	2002–2003
	April	April	April
SCHOOL SCORES			
% At/ Above Basic	86	97	95
% At/Above Proficient	51	75	85
% At Advanced	16	37	46
Number of students tested	310	106	93
Percent of total students tested	52	19	18
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	49	69	89
Number of students tested	229	78	64
2. Asian			
% At/Above Proficient	61	88	74
Number of students tested	52	25	23
3. Hispanic/Latino			
% At/Above Proficient	53	DNA	DNA
Number of students tested	15	9	3
4. Black			
% At/Above Proficient	60	DNA	DNA
Number of students tested	5	0	3
5. Economically Disadvantaged			
% At/ Above Basic	100	0	100
% At/Above Proficient	80	0	100
% At Advanced	20	0	0
Number of students tested	5	0	1
6. English Learner			
% At/ Above Basic	100	100	100
% At/Above Proficient	100	100	100
% At Advanced	0	67	0
Number of students tested	2	3	1

Note: *DNA (Data Not Available): Information was not released by the State. This was due to 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported); or 2) The State did not begin tracking the information until a later date (ethnicity information).*

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
Grade 10 Mathematics (High School Summative Math)
California Standards Test**

Testing Month	2004–2005	2003–2004	2002–2003
SCHOOL SCORES	April	April	April
% At/ Above Basic	92	100	DNA
% At/Above Proficient	92	96	DNA
% At Advanced	75	64	DNA
Number of students tested	12	22	6
Percent of total students tested	2	4	1
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	100	DNA	DNA
Number of students tested	3	8	3
2. Asian			
% At/Above Proficient	88	92	DNA
Number of students tested	8	13	3
3. Hispanic/Latino			
% At/Above Proficient	0	DNA	DNA
Number of students tested	0	3	4
4. Black			
% At/Above Proficient	0	0	DNA
Number of students tested	0	0	1
5. Economically Disadvantaged			
% At/ Above Basic	0	0	0
% At/Above Proficient	0	0	0
% At Advanced	0	0	0
Number of students tested	0	0	1
6. English Learner			
% At/ Above Basic	100	100	100
% At/Above Proficient	100	67	100
% At Advanced	100	33	100
Number of students tested	1	3	1

Note: *DNA (Data Not Available): Information was not released by the State. This was due to 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported); or 2) The State did not begin tracking the information until a later date (ethnicity information).*

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
Grade 11 English-Language Arts
California Standards Test**

Testing Month	2004–2005	2003–2004	2002–2003
	April	April	April
SCHOOL SCORES			
% At/ Above Basic	86	79	84
% At/Above Proficient	65	53	58
% At Advanced	36	23	28
Number of students tested	518	471	447
Percent of total students tested	95	95	93
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	66	54	60
Number of students tested	385	343	346
2. Asian			
% At/Above Proficient	74	60	82
Number of students tested	76	57	44
3. Hispanic/Latino			
% At/Above Proficient	37	38	9
Number of students tested	41	47	34
4. Black			
% At/Above Proficient	0	DNA	DNA
Number of students tested	2	4	9
5. Economically Disadvantaged			
% At/ Above Basic	57	50	36
% At/Above Proficient	28	21	7
% At Advanced	7	7	0
Number of students tested	14	14	14
6. English Learner			
% At/ Above Basic	39	12	19
% At/Above Proficient	10	0	6
% At Advanced	0	0	0
Number of students tested	21	17	16

Note: *DNA (Data Not Available): Information was not released by the State. This was due to 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported); or 2) The State did not begin tracking the information until a later date (ethnicity information).*

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
Grade 11 Mathematics (Algebra I)
California Standards Test**

Testing Month	2004–2005	2003–2004	2002–2003
	April	April	April
SCHOOL SCORES			
% At/ Above Basic	30	21	39
% At/Above Proficient	0	0	0
% At Advanced	0	0	0
Number of students tested	33	39	47
Percent of total students tested	6	8	10
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	0	0	0
Number of students tested	20	27	24
2. Asian			
% At/Above Proficient	0	DNA	DNA
Number of students tested	2	2	2
3. Hispanic/Latino			
% At/Above Proficient	0	DNA	0
Number of students tested	11	7	14
4. Black			
% At/Above Proficient	0	DNA	DNA
Number of students tested	0	1	2
5. Economically Disadvantaged			
% At/ Above Basic	0	0	50
% At/Above Proficient	0	0	0
% At Advanced	0	0	0
Number of students tested	3	1	4
6. English Learner			
% At/ Above Basic	14	25	43
% At/Above Proficient	0	0	0
% At Advanced	0	0	0
Number of students tested	7	4	7

Note: *DNA (Data Not Available): Information was not released by the State. This was due to 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported); or 2) The State did not begin tracking the information until a later date (ethnicity information).*

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
Grade 11 Mathematics (Geometry)
California Standards Test**

Testing Month	2004–2005 April	2003–2004 April	2002–2003 April
SCHOOL SCORES			
% At/ Above Basic	25	42	51
% At/Above Proficient	5	8	14
% At Advanced	5	1	0
Number of students tested	20	129	102
Percent of total students tested	4	26	21
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	8	8	13
Number of students tested	13	90	86
2. Asian			
% At/Above Proficient	0	DNA	DNA
Number of students tested	1	6	3
3. Hispanic/Latino			
% At/Above Proficient	0	4	DNA
Number of students tested	4	23	7
4. Black			
% At/Above Proficient	0	DNA	DNA
Number of students tested	1	1	2
5. Economically Disadvantaged			
% At/ Above Basic	0	51	25
% At/Above Proficient	0	13	0
% At Advanced	0	13	0
Number of students tested	3	8	4
6. English Learner			
% At/ Above Basic	0	40	40
% At/Above Proficient	0	20	0
% At Advanced	0	20	0
Number of students tested	3	5	4

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**Amador Valley High School
No Child Left Behind – Blue Ribbon School
Grade 11 Mathematics (Algebra II)
California Standard Test**

Testing Month	2004–2005	2003–2004	2002–2003
SCHOOL SCORES	April	April	April
% At/ Above Basic	57	68	83
% At/Above Proficient	31	27	41
% At Advanced	4	4	7
Number of students tested	307	182	145
Percent of total students tested	56	37	30
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	30	26	38
Number of students tested	245	142	120
2. Asian			
% At/Above Proficient	41	33	64
Number of students tested	29	21	11
3. Hispanic/Latino			
% At/Above Proficient	24	DNA	DNA
Number of students tested	25	9	8
4. Black			
% At/Above Proficient	0	DNA	DNA
Number of students tested	1	2	3
5. Economically Disadvantaged			
% At/ Above Basic	34	33	50
% At/Above Proficient	17	0	50
% At Advanced	0	0	0
Number of students tested	6	4	2
6. English Learner			
% At/ Above Basic	57	50	67
% At/Above Proficient	0	25	0
% At Advanced	0	0	0
Number of students tested	7	4	2

Note: *DNA (Data Not Available): Information was not released by the State. This was due to 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported); or 2) The State did not begin tracking the information until a later date (ethnicity information).*

Amador Valley High School

**No Child Left Behind – Blue Ribbon School
Grade 11 Mathematics (High School Summative Math)
California Standards Test**

Testing Month	2004–2005	2003–2004	2002–2003
	April	April	April
SCHOOL SCORES			
% At/ Above Basic	96	99	94
% At/Above Proficient	80	82	71
% At Advanced	34	37	31
Number of students tested	129	92	126
Percent of total students tested	24	19	26
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White/Non-Hispanic			
% At/Above Proficient	76	79	65
Number of students tested	84	62	91
2. Asian			
% At/Above Proficient	86	88	93
Number of students tested	38	26	28
3. Hispanic/Latino			
% At/Above Proficient	100	DNA	DNA
Number of students tested	1	3	4
4. Black			
% At/Above Proficient	0	0	DNA
Number of students tested	0	0	1
5. Economically Disadvantaged			
% At/ Above Basic	100	100	0
% At/Above Proficient	100	100	0
% At Advanced	0	0	0
Number of students tested	1	1	1
6. English Learner			
% At/ Above Basic	66	100	67
% At/Above Proficient	66	100	33
% At Advanced	33	0	33
Number of students tested	3	2	3

Note: *DNA (Data Not Available): Information was not released by the State. This was due to 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported); or 2) The State did not begin tracking the information until a later date (ethnicity information).*

All data was compiled from Summative Reports sent by the state to Amador Valley and/or the California Department of Education website <http://star.cde.ca.gov>

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
California High School Exit Exam**

**Publisher - California Department of Education DataQuest 2003 - 2005
<http://data1.cde.ca.gov/dataquest/>**

English Language Arts

(All grade levels and test administrations combined)

	2004-05	2003-04	2002-03
Testing Month	Combined	Combined	Combined
Number of students tested	639	567	556
Number Passed	583	534	522
% Passed	91	94	94
Number not passed	56	33	34
Percent not passed	9	6	6
% Basic or Above (all grade levels)	N/A	N/A	N/A
% Proficient or Above (all grade levels)	83.0	85.9	82.7

Subgroup Scores (all grade levels)

(Note – Data for subgroup scores for individual grade levels is not available for 2002 and 2003 so data presented here represents all grades tested)

	2004-05	2003-04	2002-03
Testing Month	Combined	Combined	Combined
1a. Economically Disadvantaged			
Number of students tested	35	22	33
Number Passed	18	14	25
% Passed	51	64	76
Number not passed	17	8	8
Percent not passed	49	36	24
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	38.1	46.6	55.5
1b. Non-Economically Disadvantaged			
Number of students tested	549	492	517
Number Passed	523	474	491
% Passed	95	96	95
Number not passed	26	18	26
Percent not passed	5	4	5
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	N/A	N/A	N/A
2a. English Learners			
Number of students tested	24	26	24
Number Passed	15	14	10
% Passed	63	54	42

Number not passed	9	12	14
Percent not passed	37	46	58
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	50	50	53.5
2b. English Only			
Number of students tested	527	478	466
Number Passed	508	461	449
% Passed	96	96	96
Number not passed	19	17	17
% not passed	4	4	4
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	N/A	N/A	N/A
3. Students with Disabilities			
Number of students tested	63	40	69
Number Passed	47	30	53
% Passed	75	75	77
Number not passed	16	10	16
% not passed	25	25	23
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	32.8	34.1	34.0
4. White (not Hispanic)			
Number of students tested	438	419	388
Number Passed	419	406	377
% Passed	96	97	97
Number not passed	19	13	11
% not passed	4	3	3
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	86.8	86.6	85.8
5. Asian			
Number of students tested	86	79	60
Number Passed	81	73	57
% Passed	94	92	95
Number not passed	5	6	3
% not passed	6	8	5
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	88.3	92.6	84.9
6. Hispanic or Latino			
Number of students tested	80	43	57
Number Passed	52	35	46
% Passed	65	81	81
Number not passed	28	8	11
% not passed	35	19	19
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	50.8	73.5	60.4
7. Black or African-American			
Number of students tested	13	7	6
Number Passed	11	N/A	N/A
% Passed	85	N/A	N/A
Number not passed	2	N/A	N/A

% not passed	15	N/A	N/A
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	90.9	N/A	N/A

Note: N/A (Data Not Available): *Information was not released by the state. This was due to:*

- 1) *The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported),*
- 2) *The State did not begin tracking the information until a later date*

**Amador Valley High School
No Child Left Behind – Blue Ribbon School
California High School Exit Exam**

**Publisher - California Department of Education DataQuest 2003 - 2005
<http://data1.cde.ca.gov/dataquest/>**

Mathematics

(All grade levels and test administrations combined)

	2004-05	2003-04	2002-03
Testing Month	Combined	Combined	Combined
Number of students tested	608	562	603
Number Passed	574	544	502
% Passed	94	97	83
Number not passed	34	18	101
Percent not passed	6	3	17
% Basic or Above (all grade levels)	N/A	N/A	N/A
% Proficient or Above (all grade levels)	81.3	85.3	78.9

Subgroup Scores (all grade levels)

(Note – Data for subgroup scores for individual grade levels is not available for 2002 and 2003 so data presented here represents all grades tested)

	2004-05	2003-04	2002-03
Testing Month	Combined	Combined	Combined
1a. Economically Disadvantaged			
Number of students tested	26	22	54
Number Passed	19	18	27
% Passed	73	82	50
Number not passed	7	4	27
Percent not passed	27	18	50
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	47.6	40.0	61.1
1b. Non-Economically Disadvantaged			
Number of students tested	538	492	541
Number Passed	517	485	470
% Passed	96	99	87
Number not passed	21	7	71
Percent not passed	4	1	13
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	N/A	N/A	N/A
2a. English Learners			
Number of students tested	24	26	26
Number Passed	15	23	12
% Passed	63	88	46

Number not passed	9	3	14
Percent not passed	37	22	54
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	63.6	68.1	60.7
2b. English Only			
Number of students tested	521	477	511
Number Passed	498	467	432
% Passed	96	98	85
Number not passed	23	10	79
% not passed	4	2	15
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	N/A	N/A	N/A
3. Students with Disabilities			
Number of students tested	52	37	95
Number Passed	36	32	42
% Passed	69	86	44
Number not passed	16	5	63
% not passed	31	14	56
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	29.8	43.9	36.5
4. White (not Hispanic)			
Number of students tested	430	417	405
Number Passed	413	410	363
% Passed	96	98	90
Number not passed	17	7	42
% not passed	4	2	10
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	83.0	86.0	80.4
5. Asian			
Number of students tested	80	79	59
Number Passed	79	79	57
% Passed	99	100	97
Number not passed	1	0	2
% not passed	1	0	3
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	93.5	94.1	88.4
6. Hispanic or Latino			
Number of students tested	65	41	67
Number Passed	50	37	39
% Passed	77	90	58
Number not passed	15	4	28
% not passed	23	10	42
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	50	61.7	59.5
7. Black or African-American			
Number of students tested	13	7	10
Number Passed	12	N/A	N/A
% Passed	92	N/A	N/A
Number not passed	1	N/A	N/A

% not passed	8	N/A	N/A
% Basic or Above	N/A	N/A	N/A
% Proficient or Above	50	N/A	N/A

Note: N/A (Data Not Available): *Information was not released by the state. This was due to:*

- 3) *The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported),*
- 4) *The State did not begin tracking the information until a later date*