

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Ivy High (Continuation) School

Address: 1056 Winterhaven Rd. , Fallbrook CA 92028-4500
Principal: Melissa Marovich

Phone: 760-723-6395
Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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

Student Enrollment

Group	Percent
African American	0.94 %
American Indian or Alaska Native	5.66 %
Asian	%
Filipino	%
Hispanic or Latino	67.92 %
Pacific Islander	0.94 %
White (not Hispanic)	21.70 %
Multiple or No Response	2.83 %
Socioeconomically Disadvantaged	55.00 %
English Learners	31.00 %
Students with Disabilities	4.00 %
Total Number of Students	106

Teachers

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

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	9%
Mathematics	0%
Science	13%

History-Social Science	11%
------------------------	-----

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	548 *
Statewide Rank (from 2008 Base API Report)	B *
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

Oasis High School moved to a new facility in January of 2008, freeing up additional space for Ivy classrooms. The west facing wall of room 1 was rebuilt this summer due to water damage, which resulted in the loss of the Ivy High School mural. The most recent site inspection, conducted in October 2009 revealed that the fire alarm system needs to be upgraded. The slope in front of the school and on the west side of campus need to have the weeds removed. The boys restroom needs to be painted and the slope in front of the office is eroding and needs shoring up. The new staff restrooms are clean and an improvement on the old, leaky ones. The garden areas at Ivy are well kept.

Repairs Needed

The weed removal, repairs to the slope, painting of the boys restroom, and the upgrade of fire alarms are scheduled for the 2009-2010 school year.

Corrective Actions Taken or Planned

During the 2008-2009 school year and summer, the west facing wall of room 1 was repaired and rebuilt. A weak spot in the floor of the office staff room was repaired. New staff bathrooms were installed and the old staff bathrooms were removed, the water leaks repaired, and they were turned into useable storage and meeting space for staff.

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$66.20
District	\$ 4789.36
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	91.0%

Postsecondary Preparation

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

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

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

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

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

The mission of Ivy High School is to maintain an educational environment that is flexible and personal which allows all students the opportunity to grow educationally and socially while acquiring the essential skills needed for careers in a global society. We are committed to providing a rigorous and relevant curriculum to support students in a complex and changing society. The Ivy High

School stakeholders, including students, parents, staff and community promote a positive and nurturing learning environment to ensure that all students demonstrate a high level of achievement based on the California Standards and Ivy Expected School Wide Learning Results (ESLR's). The Ivy ESLR's are:

Communicators who:

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

Accountable adults who:

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

Technology literate students who:

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

Skilled individuals who:

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

Opportunities for Parental Involvement (School Year 2008-09)

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

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

Ivy has the following parent involvement opportunities:

School Site Council	Organic Garden	Office Help
ELAC	Field Trip Supervision	Title I Parent Committee
DELAC	Tutoring	Family Life Committee
Wellness Adv. Committee	Curriculum Advisory Committee	21 st Century Skills Committee

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	5
Grade 10	20
Grade 11	62
Grade 12	19
Ungraded Secondary	0
Total Enrollment	106

Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment
African American	0.94 %
American Indian or Alaska Native	5.66 %
Asian	%
Filipino	%
Hispanic or Latino	67.92 %
Pacific Islander	0.94 %
White (not Hispanic)	21.70 %
Multiple or No Response	2.83 %
Socioeconomically Disadvantaged	55.00 %
English Learners	31.00 %
Students with Disabilities	4.00 %

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.0	5	1		11.3	12	0		11.3	11	1	
Mathematics	19.6	4	1		13.9	7	1		11.8	8		
Science	18.7	2	1		12.3	3	1		16.3	2	1	
Social Science	18.6	7	1		12.1	8	1		10.7	9	1	

III. School Climate

School Safety Plan (School Year 2008-09)

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

The Ivy High School Safety Plan in conjunction with the FUHSD Safety committee and plan is reviewed annually and as needed. The plan was last reviewed with Ivy staff in the fall of 2009 during our annual Disaster Readiness Staff Meeting. Drills are conducted each trimester in fire safety, earthquake readiness, and intruder preparedness. The plans are brought before the FUHSD School Board for review and information at annual school board meetings.

Suspensions and Expulsions

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

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	7.1	90.4	58.5	7.2	17.5	18.8
Expulsions	3.5	4.3	2.8	1.8	1.8	1.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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

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

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. In the 2008-2009 school year, the staff bathrooms were upgraded to a new location and the old bathrooms were torn out, and extensive repairs were done to the west facing wall of room 1, which resulted in the demolition of the iconic Ivy Mural.

No complaints regarding facilities were filed in the 2008-2009 school year.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. The most recent site inspection was completed in October 2009.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			No repair needed as of October 2009
Interior: Interior Surfaces	N/A	X			No repair needed as of October 2009
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			No repair needed as of October 2009
Electrical: Electrical	N/A	X			No repair needed as of October 2009
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			Boys restroom needs to be painted, which is planned for 2009-2010.
Safety: Fire Safety, Hazardous Materials	N/A		X		Fire alarms need to be upgraded and the upgrade is planned for 2009-2010 school year
Structural: Structural Damage, Roofs	N/A	X			No repair needed as of October 2009
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			Erosion on the slope in front of the office needs to be repaired and weeds removed from slopes, both are planned to be completed in the 2009-10 school year.
Overall Rating	GOOD				N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	6	7	7	132
Without Full Credential	1	0	0	4
Teaching Outside Subject Area of Competence	1	0	0	2

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	92.9	7.1
High-Poverty Schools in District		
Low-Poverty Schools in District	49.1	50.9

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0 (Shared w/ Oasis HS)	106
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Literature & Language Arts Blue/Holt/2004 Literature & Language Arts Aqua/Holt/2004 Literature & Language Arts Gold/Holt/2004 Literature & Language Arts Purple/Holt/2004 Read 180 "R" Book (Enterprise Ed)/Scholastic/2005	0%
Mathematics	Algebra: Concepts, Skills and Problem Solving (CA Ed.)/Glencoe McGraw Hill/2009 Geometry /McDougal Littell/2009	0%
Science	Biology/Glencoe/2008 Earth Science/McDougal Littell/2008	0%
History-Social Science	Economics, Principles in Action/Prentice Hall/2007 Modern World History/McDougal Littell/2007 The Americans/McDougal Littell/2007 Magruder's American Government/Prentice Hall/2007	0%
Foreign Language	N/A	N/A
Health	Lifetime Health/Holt/2004	0%
Visual and Performing Arts	The Visual Experience/ Davis/ 2008	0%
Science Laboratory Equipment (grades 9-12)	Science laboratory equipment is available for students enrolled in the laboratory science courses offered at this school.	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8770.36	\$8704.16	\$66.20	\$73,852
District	N/A	N/A	\$4789.36	\$69,754
Percent Difference – School Site and District	N/A	N/A	-98.62%	+5.87%
State	N/A	N/A	\$5,512	\$66,335
Percent Difference – School Site and State	N/A	N/A	-98.80%	+11.33%

Types of Services Funded (Fiscal Year 2008-09)

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

In 2008-2009, the total operating costs for the FUHSD was \$27,827,458. This amount was derived from funds received from general education, special education, and for federal, state, and local projects. Funds were also received from the CA state lottery. The funds were spent for classroom related activities, such as teachers, instructional aides, books, supplies, and equipment. The balance of the expenditures covered district support services, school administration, district administration, transportation, maintenance, and operations. Special categorical revenue was received for the following programs: Title 1, Title II, Title V, EIA/LEP, School Safety & Violence Prevention, Arts & Music, and School Library.

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

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

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,675	\$41,427
Mid-Range Teacher Salary	\$69,559	\$65,758
Highest Teacher Salary	\$86,001	\$85,310
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	N/A	
Average Principal Salary (High)	\$106,067	\$114,010
Superintendent Salary	\$180,000	\$145,785
Percent of Budget for Teacher Salaries	36.90 %	36.70 %
Percent of Budget for Administrative Salaries	6.30 %	6.30 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group

score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	1	8	10	43	46	51	43	46	50
Mathematics	0	3	0	19	22	26	40	43	46
Science	5	0	10	31	38	45	38	46	50
History-Social Science	1	4	6	30	35	46	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino				
Hispanic or Latino	7	0	4	5
Pacific Islander	*			*
White (not Hispanic)	14	*	*	*
Male	5	0	15	8
Female	17	0	*	0
Economically Disadvantaged	8	0	5	7
English Learners	3	0	0	0
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	7	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for

statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	*	*	*	58.6	59.3	58.6	48.6	52.9	52.0
Mathematics	*	*	*	54.4	55.3	54.1	49.9	51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

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

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

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N.A
7	N/A	N/A	N/A
9	*	*	*

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	B *	B *	B *
Similar Schools	B	B	B

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009

All Students at the School	52	11	26	548 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A"

means a number is not applicable or not available due to missing data.

"**"

means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

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

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation

rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

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

Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	16.7	35.4	28.7	2.7	2.9	3.0	3.5	4.4	3.9
Graduation Rate	90.6	84.4	91.0	90.7	86.9	91.0	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	73.47%	90.26%	NA
African American	0%	88.24%	NA

American Indian or Alaska Native	100%	100%	NA
Asian	0%	77.78%	NA
Filipino	%	100%	NA
Hispanic or Latino	70.0%	82.59%	NA
Pacific Islander	0%	60.0%	NA
White (not Hispanic)	91.67%	95.97%	NA
Socioeconomically Disadvantaged	76.0%	82.04%	NA
English Learners	42.86%	57.78%	NA
Students with Disabilities	0%	64.41%	NA

Career Technical Education Programs (School Year 2008-09)

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

Even though Ivy High School does not offer a CTE Program, students are given a variety of resources through the school counselors, the FHS career center, field trips and presentations (e.g. School to Career at Camp Pendleton; Palomar College presentations, Palomar STARS testing, Job Corps presentations, military recruiters, ASVAB testing, Center for Employment Training). Additionally, Ivy students have the opportunity to enroll in ROP classes on the Fallbrook High School campus.

Career Technical Education Participation (School Year 2008-09)

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

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

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

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	6.8
Graduates Who Completed All Courses Required for UC/CSU Admission	0

XII. Instructional Planning and Scheduling

Professional Development

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

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

basis. Peer assistance through the BTSA and PAR program was also available to teachers.

During the 08-09 school year, Ivy staff participated in a variety of district-wide professional development workshops. In addition, the Ivy staff had twenty-six 1-hour meetings on selected Monday mornings. This same common planning platform was selected for the 09-10 school year.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92