

School Accountability Report Card

Reported for School Year 2008-09, Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Redwood High School

Address: 395 Doherty Dr., Larkspur, CA 94939-1536
Principal: Nancy Neu

Phone: 415-945-3620
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

Redwood High School has a solid tradition of academic performance resulting from high expectations for students, dedicated teachers and staff, and visible parent support. Redwood is a National Blue Ribbon School and has received the California Distinguished School award four times. In 2008, the school had an Academic Performance Index (API) of 882, 79% of Redwood students stated intentions to attend a four-year college or university and 17% a two-year college, and 89% of the students taking 671 Advanced Placement exams received passing scores. Annually, the school has at least a 98% graduation rate. The school's schedule allows students to explore a range of electives from Biomedical Science to a comprehensive drama program. There is strong community support of Redwood High School.

Student Enrollment

Group	Percent
African American	1.68%
American Indian or Alaska Native	0.28%
Asian	6.66%
Filipino	0.42%
Hispanic or Latino	5.33%
Pacific Islander	0.28%
White (not Hispanic)	80.45%
Multiple or No Response	4.91%
Socioeconomically Disadvantaged	3.00%
English Learners	1.00%
Students with Disabilities	6.00%
Total Number of Students	1,427

Teachers

Indicator	Teachers
Teachers with full credential	87
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	22
Total Teacher Misassignments	23

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	81%
Mathematics	53%
Science	84%
History-Social Science	77%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	885
Statewide Rank (from 2008 Base API Report)	10
2009-10 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

We have completed the 2001 Bond and all the buildings are safe and clean. An annual inspection is done every June.

Repairs Needed

All repairs and request for repairs are maintained on the Maintenance and Operations software; School Dude. Preventative Maintenance and warranties are also tracked on this system.

Corrective Actions Taken or Planned

A complete printout of all repairs is available in the Maintenance and Operations Office.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	none
Mathematics	none
Science	none
History-Social Science	none
Foreign Language	none
Health	none
Visual and Performing Arts	none
Science Laboratory Equipment (grades 9-12)	none

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$9,227
District	\$11,686
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	99.1%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	100%
Graduates Who Completed All Courses Required for University of California or California State University Admission	76%

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)

School		District	
School Name	Redwood High	District Name	Tamalpais Union High
Street	395 Doherty Dr.	Phone Number	415-945-3720
City, State, Zip	Larkspur, CA 94939-1536	Web Site	www.tamdistrict.org
Phone Number	415-945-3620	Superintendent	Laurie Kimbrel
Principal	Nancy Neu	E-mail Address	lkimbrel@tamdistrict.org
E-mail Address	nneu@tamdistrict.org	CDS Code	21- 65482- 2132587

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

The staff at Redwood High School believes that students are the focus for all endeavors in the school. We believe we have an obligation to educate the "whole person" academically, socially, emotionally, and ethically. Redwood High School is a learning community where students demonstrate academic and personal growth through authentic, rigorous, and relevant pursuits. We strive to instill in our learners the ability to investigate and explore, acquire knowledge through a variety of experiences, and discover personal success through creative, balanced, and healthful endeavors.

Opportunities for Parental Involvement (School Year 2008-09)

Redwood High encourages parent involvement. The varied organizations include PTSA, Redwood Foundation, and booster groups for athletics and music. Parents are encouraged to volunteer at the school helping with such things as new student orientation, assistance in the counseling office and library, parent education, judging for the science fair, and campus beautification.

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

Grade Level	Number of Students
Grade 8	1
Grade 9	347
Grade 10	387
Grade 11	353
Grade 12	339
Total Enrollment	1,427

Student Enrollment by Group (School Year 2008-09)

Group	Percent of Total Enrollment
African American	1.68%
American Indian or Alaska Native	0.28%
Asian	6.66%
Filipino	0.42%
Hispanic or Latino	5.33%
Pacific Islander	0.28%
White (not Hispanic)	80.45%
Multiple or No Response	4.91%
Socioeconomically Disadvantaged	3.00%
English Learners	1.00%
Students with Disabilities	6.00%

Average Class Size and Class Size Distribution (Secondary)

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	23.2	28	38		23.1	29	38		22.5	33	33	
Mathematics	25.0	20	38	1	24.9	18	40		24.0	21	37	1
Science	26.1	6	50	1	26.2	7	51		25.2	10	48	
Social Science	26.1	13	49		26.5	5	57	2	26.1	7	54	

III. School Climate

School Safety Plan (School Year 2008-09)

The school's Emergency Plan is on file in the principal's office. Drills are held regularly to prepare staff and students for various kinds of emergency situations. Each classroom has a school disaster pack with food, basic first aid supplies, and equipment. The school has a strong working relationship with local law enforcement and emergency services in both Larkspur and Corte Madera. The relationship ensures clear channels of communication and up-to-date information. Crisis counseling can be provided as needed by Redwood staff and adjunct support services, such as Bay Area Community Resources.

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	4.3	3.3	3.9	8.5	6.8	6.5
Expulsions	0.2	0.1	0.1	0.4	0.4	0.4

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.

The District makes considerable efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a school facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office.

Redwood High School is a 63.88 acre campus which has 81 classrooms, a library, performing arts center, an administration building, swimming pool, and athletics fields. The original campus was built in 1958. In 1998, the district's Long Range Facilities Planning Committee developed specific standards for all district facilities in the areas of building integrity, mechanical and plumbing systems, electrical system, structural safety, accessibility, educational technology, and instructional facilities (classrooms, science labs, libraries, multi-use facilities, visual arts rooms, gyms, and athletic fields) teacher work areas, food service, paving and drainage, landscape and irrigation. The results of this study are published in the District [Facilities Master Plan](#).

Redwood High School has been undergoing major modernization as part of a \$121 million dollar facilities bond measure approved by the Tam District voters. Approximately forty million dollars have been spent to remodel classrooms, refurbish the gymnasium, swimming pool, tennis courts, and performing arts center, and install new athletics fields. During the 2008-09 school year, a new gymnasium was constructed, a new 40 meter pool built, and new tennis courts laid. The current status of the District modernization work can be checked at the tamdistrict.org website. Modernization has included replacement of the major infrastructures (heating, lights, electrical, plumbing), painting, new floors, lockers, and furniture. Technology networking has been upgraded and is accessible in all instructional spaces.

The Director of Maintenance has established a regular standard for cleaning all district facilities. A custodial staff with assigned routes cleans and maintains all campus areas on a regular basis. Classrooms, offices and restrooms are cleaned every day. An

on-line Maintenance Work Order system has been implemented to report and monitor status of maintenance requests.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Roofing, plumbing, paving, heating, painting are typical projects funded in this manner. The district's five-year deferred maintenance plan is available from the Director of Maintenance and Operations.

Campus supervisors and administrators are on duty supervising the campus before, during, and after school. They routinely monitor the entire campus, including surrounding streets. The school has a system for visitor check-in with signs posted to direct the public to the office. Procedures are in place to handle unauthorized access during the school day.

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.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	x			
Interior: Interior Surfaces	N/A	x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	x			
Electrical: Electrical	N/A	x			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	x			
Safety: Fire Safety, Hazardous Materials	N/A	x			
Structural: Structural Damage, Roofs	N/A	x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	x			
Overall Rating	exemplary				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	81	84	87	243
Without Full Credential	1	2	1	3
Teaching Outside Subject Area of Competence	0	0	1	9

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	22	6
Total Teacher Misassignments	0	23	7
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	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

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.

	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	285
Library Media Teacher (Librarian)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A

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.

The district uses a five-year Curriculum Cycle to ensure that all courses of study are updated regularly. The District Curriculum Cycle can be reviewed at the District website on the instruction page: <http://www.tamdistrict.org/index.htm>. The state uses a

seven-year cycle which means textbooks are reviewed and/or replaced more often in the Tam District than required by the state. The District Curriculum Cycle also provides opportunity to update supplementary instructional materials in all courses.

All students at Redwood High School have copies of standards-aligned textbooks and other instructional materials, which have been adopted by the governing board of Tam District for grades nine through twelve and which are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education, in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades nine through twelve as appropriate.

The district's textbook and instructional materials purchase process assures that student enrollments, by course, are used to determine the numbers of copies of books to order so that each student has his/her own materials to use at school and at home. Instructional materials are selected after courses of study are reviewed and updated, to ensure that they are aligned with the state content and performance standards for that course. The district also has established a standard equipment list for all science classes to ensure that each science lab is equitably equipped with the necessary laboratory equipment.

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	Adopted within the last five years	none
Mathematics	Adopted within the last five years	none
Science	Adopted within the last five years	none
History-Social Science	Adopted within the last five years	none
Foreign Language	Adopted within the last five years	none
Health	Adopted within the last five years	none
Visual and Performing Arts	Adopted within the last five years	none
Science Laboratory Equipment (grades 9-12)	Adopted within the last five years	none

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	\$12,721	\$1,061	\$11,660	\$85,921
District	N/A	N/A	\$11,944	\$81,923
Percent Difference – School Site and District	N/A	N/A	-2%	5%
State	N/A	N/A	\$5,512	\$66,335
Percent Difference – School Site and State	N/A	N/A	112%	30%

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.

The district provides certificated teachers and counselors, certificated administrators, and classified support staff. Support staff includes clerical, custodial, campus supervisory, and ground/maintenance personnel. Each comprehensive high school has a Health Technician, two Technology Support staff, and a Library/Media Teacher on site. English Language Learners have access to a full program of ELD, and Sheltered core academic subjects within the district. An extensive array of supplemental instructional services is provided including summer school, and short term workshops and one-to-one assistance on assessments required for graduation. The district contracts with community agencies to provide extra drug/alcohol and mental health counseling. A full interscholastic athletic program is supported. Students have access to a wide variety of co- and extra-curricular activities including drama, music, journalism, clubs, and other activities. The per pupil allocation also covers the cost of all instructional materials and equipment, including technology.

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	\$49,915	\$41,427
Mid-Range Teacher Salary	\$77,858	\$65,758
Highest Teacher Salary	\$95,234	\$85,310
Average Principal Salary (High)	\$132,644	\$114,010
Superintendent Salary	\$194,080	\$145,785
Percent of Budget for Teacher Salaries	37.50%	36.70%
Percent of Budget for Administrative Salaries	5.60%	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	80	80	81	74	75	79	43	46	50
Mathematics	47	48	53	41	42	44	40	43	46
Science	80	82	84	73	75	80	38	46	50
History-Social Science	67	76	77	62	69	74	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	28	29	*	8
American Indian or Alaska Native	*	*		*
Asian	84	71	89	83
Filipino	*	*	*	*
Hispanic or Latino	55	29	57	51
Pacific Islander	*	*	*	*
White (not Hispanic)	84	54	88	79
Male	78	54	85	83
Female	84	51	84	71
Economically Disadvantaged	38	35	43	44
English Learners	25	75	*	*
Students with Disabilities	41	36	39	43
Students Receiving Migrant Education Services				

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	90.1	95.0	88.9	84.8	88.7	86.7	48.6	52.9	52.0
Mathematics	86.0	90.9	89.4	80.2	83.7	83.5	49.9	51.3	54.2

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	5.0	53.9	41.2	9.1	41.2	49.7
Male	5.1	61.0	33.8	7.1	41.3	51.5
Female	4.8	45.5	49.7	11.4	41.0	47.6
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	5.0	65.0	30.0	10.0	25.0	65.0
Filipino	*	*	*	*	*	*
Hispanic or Latino	11.8	58.8	29.4	23.5	41.2	35.3
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	4.6	52.6	42.8	6.6	42.6	50.8
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	11.1	66.7	22.2	38.9	33.3	27.8
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	36.4	59.1	4.5	54.5	40.9	4.5

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
9	8.8	21.8	64.7

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	10	10	10
Similar Schools	6	8	8

"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	29	9	5	885
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	28	9	12	897
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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
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
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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)	0.3	0.3	0.3	0.5	0.8	0.6	3.5	4.4	3.9
Graduation Rate	99.1	99.1	99.1	98.2	98.7	98.1	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	99%	96%	N/A
African American	n/a	90%	N/A
American Indian or Alaska Native	n/a	n/a	N/A
Asian	100%	98%	N/A
Filipino	n/a	n/a	N/A
Hispanic or Latino	100%	94%	N/A
Pacific Islander	n/a	n/a	N/A
White (not Hispanic)	99%	97%	N/A
Socioeconomically Disadvantaged	n/a	98%	N/A
English Learners	n/a	79%	N/A
Students with Disabilities	96%	89%	N/A

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.

The Applied Technology Department offers a wide variety of courses that prepare students for the technological expectations of college and the workplace. All students are required to take the Introduction to Computers course in which the basic skills of typing, word processing, spreadsheets, data base, computer ethics, Internet search skills, resume writing, and PowerPoint presentations are developed. Students do, however, have the option of challenging the course by taking an exam which tests the proficiency of these same skills. The department offers computer courses in web page design, four levels of computer programming followed by AP Computer Programming and computer graphics courses. Other courses offered include:

- Accounting
- Computer Graphics
- Construction Technology
- Architectural Design
- Theater Production
- Honors Biomedical Science

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	161
Percent of the school's pupils completing a CTE program and earning a high school diploma	2%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

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	84.4
Graduates Who Completed All Courses Required for UC/CSU Admission	83.3

Advanced Placement Courses (School Year 2008-09)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	3	N/A
All courses	11	7.6

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.

The Tamalpais Union High School District annually schedules six full-day and two minimum day staff development days during each school year. These days are instituted in primarily three ways: Districtwide, district department level, and school site staff development opportunities. Recently, the districtwide staff development days have been focused on the District's Core Literacy Portfolio and Professional Learning Communities inservices. District department meetings are used to review the course of study, select textbooks, analyze student performance data, develop new programs, and participate in staff development trainings. At Redwood High School, the site level days are used to examine curricular goals, share best practices, and develop effective interventions when students are not learning. Teachers work together in their PLC to fine tune goals and implement strategies which help students learn. In addition, administrators, counselors, and teachers participate in numerous other staff development opportunities each 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