

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

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 at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Apollo High	<b>District Name</b>	East Side Union High
<b>Street</b>	1835B Cunningham Ave.	<b>Phone Number</b>	408-347-5000
<b>City, State, Zip</b>	San Jose, CA 95122-1712	<b>Web Site</b>	<a href="http://www.esuhdsd.org">http://www.esuhdsd.org</a>
<b>Phone Number</b>	408.928.5402	<b>Superintendent</b>	Bob Nunez
<b>Principal</b>	Yovi Murillo	<b>E-mail Address</b>	<a href="mailto:nunezb@esuhsd.org">nunezb@esuhsd.org</a>
<b>E-mail Address</b>	<a href="mailto:murillo@esuhsd.org">murillo@esuhsd.org</a>	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Apollo High School is located on site at William C. Overfelt High School. It has diverse ethnic student population of 80 juniors and seniors. Half of the students attend morning classes (7:30-11:25) and half attend afternoon (11:30-3:25) classes. Students are also offered concurrent classes, CCOC, independent subject contracts, and Adult Education classes for earning credits.

Alternative Education in East Side Union High School District is designed to meet the unique personal and educational needs of students who may have been unsuccessful in previous educational settings. Classes are small. Each student has a Personalized Learning Plan (PLP) that allows for meeting the needs of his/her learning style and rate of achievement. Graduating students must meet minimum competencies established by the school district and state mandates graduation requirements.

## Opportunities for Parental Involvement

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

<b>Contact Person Name</b>	<b>Yovi Murillo</b>	<b>Contact Person Phone Number</b>	<b>408.928.5401</b>
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At the time of the initial (enrollment), a parent is required to attend a conference with the Principal to discuss the expectations of all parties involved (parent, student and staff). At the end of each grading period, parent and student meet with the homeroom teacher to discuss grades and any issues that have arisen that past 6-weeks. A legal guardian can expect to receive at least one phone call per grading period from their students homeroom teacher. Parents are also involved with school planning in their respective roles on the school site council.

## Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	23
Grade 5	0	Grade 12	56
Grade 6	0	Ungraded Secondary	0
Grade 7	0	<b>Total Enrollment</b>	<b>79</b>

## Student Enrollment by Group

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	Group	Percent of Total Enrollment
African American	2.5	White (not Hispanic)	3.8
American Indian or Alaska Native	0.0	Multiple or No Response	0.0
Asian	7.6	Socioeconomically Disadvantaged	8.0
Filipino	3.8	English Learners	16.0
Hispanic or Latino	79.7	Students with Disabilities	0.0
Pacific Islander	2.5	---	---

## 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	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	26.0	5		3	23.7	5		1	19.7	7		
Mathematics	24.1	5		2	23.6	6	1	1	19.7	7		
Science	22.9	6		1	23.6	5	1	1	21.3	7		1
Social Science	24.1	4	2	1	22.2	5	1		19.6	7		

## II. School Climate

### School Safety Plan

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

Date of Last Review/Update	6/1/03	Date Last Discussed with Staff	6/1/03
<p>The East Side Union High School District believes that providing a safe learning environment is critical to student success. The following actions have been taken to create safe schools. • Creation of an Office of Safety to coordinate the district's multi-disciplinary team and supervise police on campus • Development of District and School Safety Plans containing emergency directories, action plans, responsibilities, duties and procedures for all kinds of emergencies. • Enforcement of closed campus at all schools. Students are not allowed to leave without permission and parking gates are locked during the day. • Development of Safe School Campus Initiative that includes members from the San Jose Police Department, Parks, Recreation and Neighborhood Service, Probation, all Associate Principals for Administration and the District's Office of Safety. This team is prepared to mobilize in the event of a critical incident or crisis. • Placement of off-duty San Jose police officers on each campus during the school day for added protection.</p>			

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

<p>Students earn credits in the Apollo program in a combination of three levels or tiers of varying composition. Students participate according to their individual needs as determined by their Personal Learning Plan (PLP). The three tiers (in order of importance) are as follows: 1. Core Classes – English, Math, Science, Social Studies and Friday elective classes- students participate in core class direct instruction) 2. Community as Classroom – CCOC, Adult Education, Work Experience, Concurrent classes from their home school, Evergreen Valley College and San Jose City College – (as needed in core subjects or electives by evaluation of the PLP) 3. Independent Study Contracts – a variety of credits available in core subjects or electives – (as needed by evaluation of the PLP) Adult education courses are crucial to the success of the Apollo program. Based on the statistics below, a majority of the students attend at least one, but most likely two adult education classes a week on William C. Overfelt, Mount Pleasant, and Apollo campuses. The success rate of our students attending and passing adult education classes is a phenomenal 96%. In October, Evergreen Valley College gave a college entrance exam and orientation to all 80 of our students in order for them to have the opportunity to attend</p>
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college classes, while still enrolled in high school. In addition, Apollo adopted four classes at Fred Meyer Elementary School. The schools interfaced at Halloween, Christmas, Valentine's Day, and Easter and developed a mutual friendship based on correspondence and visits.

### 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	0.0%	0.0%	0.0%	11.2%	7.9%	17.6%
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.2%	0.18%	0.15%

## III. School Facilities

### School Facility Conditions and Improvements

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.

#### Overview

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

#### Age of School Buildings

Although the main school campus was constructed in 1962, portable buildings have been added to accommodate diverse program needs. In April of 2006, Apollo moved 50 yards, where it's new facility has 2 new-classroom portables, 1 new-office portable, restrooms, and a lunch shelter thus making it for the most part a self-contained school.

#### Maintenance and Repair

District maintenance and facilities staff to ensure 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.

#### Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Apollo is fortunate that the William C. Overfelt custodians have incorporated Apollo into their work-load and this Apollo has a clean learning environment.

#### Deferred Maintenance Budget

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. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

#### Modernization Projects

During the 2004-2005 school year, local Measure A and Measure G funds and state matching funds will be used to renovate existing facilities and construct new classrooms.

## School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		Gas Leaks
Mechanical Systems	X		Mechanical Systems
Windows/Doors/Gates (interior and exterior)	X		Windows/Doors/Gates (interior and exterior)
Interior Surfaces (walls, floors, and ceilings)	X		Interior Surfaces (walls, floors, and ceilings)
Hazardous Materials (interior and exterior)	X		Hazardous Materials (interior and exterior)
Structural Damage	X		Structural Damage
Fire Safety	X		Fire Safety
Electrical (interior and exterior)	X		Electrical (interior and exterior)
Pest/Vermin Infestation	X		Pest/Vermin Infestation
Drinking Fountains (inside and outside)	X		Drinking Fountains (inside and outside)
Restrooms	X		Restrooms
Sewer	X		Sewer
Playground/School Grounds	X		Playground/School Grounds
Other			Other

## IV. 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 at the CDE Web site at

<http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	4	4	4	1033
Without Full Credential	1	1	0	143
Teaching Outside Subject Area of Competence	0	0	0	---

## 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	2004-05	2005-06	2006-07
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 NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	85.0	15.0
All Schools in District	87.0	13.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	87.0	13.0

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes. However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

All teachers and staff are evaluated regularly. Teachers are observed and assisted by administrators and coaches who are trained to help teachers improve instruction. First year teachers are evaluated twice during the year, probationary teachers at least once and tenured teachers at least once every two years. The overall purpose of the class visits and evaluator is to reinforce good teaching and to assist those teachers who may need improvement. Informal classroom visitations by administrators occur regularly to maintain awareness of the quality of teaching.

## V. Support Staff

### Academic Counselors and Other Support Staff

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	0.0	0
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (paraprofessional)	0.0	---
Psychologist	0.0	---
Social Worker	0.0	---
Nurse	0.17	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist (non-teaching)	0.0	---
Other	0.0	---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

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	Publisher & Publication Date	School Board Approval Date	Aligned with California State Content Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>				
English 1 – “The Language of Literature Ninth Grade”	McDougal Littell 2002	4/2004	Yes	0%
English 2 – “The Language of Literature 4 <sup>th</sup> Course”	McDougal Littell 2002	3/2005	Yes	0%
<b>Mathematics</b>				
Algebra I – “E & A Algebra 1”	McDougal Littell/ 1998	6/1998	Yes	0%
<b>Science</b>				
Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations	Holt/2001, 03, 04	2/2001	Yes	0%
Biology – “Biology: Web of Life;	Holt/1998, 99, 04	5/1998	Yes	9%

Holt Biology”				
<b>History-Social Science</b>				
US History – “The American Vision”	Glencoe/McGraw Hill/2006	7/2006	Yes	0%
American Government – “Magruder’s American Government”	Prentice Hall/1997	6/1998	Yes	0%
American Government – “We the People”	Center for Civic Education/2002	5/1990	Yes	0%
Economics – “Holt Economics”	Holt/2003	11/2002	Yes	0%
Economics – “Junior Achievement”	Junior Achievement Corp.	6/1986	Yes	0%
<b>Science Supplies and Lab Equipment</b>				
Each school received sufficient funds to purchase science supplies and lab equipment to meet deficiencies stated during Williams Settlement visitations.				

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,258	\$94	\$6,164	\$60,339
District	---	---	\$6,074	\$67,720
Percent Difference - School Site and District	---	---	\$90	-\$7,381
State	---	---	\$4,743	\$60,037
Percent Difference - School Site and State	---	---	\$1,421	\$302

### Types of Services Funded

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 2001-02 the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 per student. A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

## Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information 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. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$44,393	\$37,671
<b>Mid-Range Teacher Salary</b>	\$75,604	\$63,121
<b>Highest Teacher Salary</b>	\$89,953	\$78,630
<b>Average Principal Salary (High)</b>	\$107,889	\$111,909
<b>Superintendent Salary</b>	\$236,920	\$163,061
<b>Percent of Budget for Teacher Salaries</b>	38.6	37.8
<b>Percent of Budget for Administrative Salaries</b>	4.6	5.2

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST 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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>English-Language Arts</b>	0	0	4	33	38	39	36	40	42
<b>Mathematics</b>	0	0	0	16	19	22	34	38	40
<b>Science</b>	6	0		20	23	36	25	27	35
<b>History-Social Science</b>	0	0	0	27	31	30	29	32	33

### CST Results by Student Group - Most Recent Year

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	5	0	0	0
Pacific Islander	*	*	*	*
White (Not Hispanic)	*	*	*	*
Male	0	0	0	0
Female	8	0	0	0
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*

### Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	5			47			43	41	42
Mathematics	11			53			51	52	53

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Apollo High School serves students grades 11 and 12 and therefore does give the state required physical fitness tests.

## IX. 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	B	B	B
Similar Schools	B	B	B

### API Changes 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			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-78	156	37	614
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	--	--	N/A	N/A
Students with Disabilities	--	--	N/A	N/A

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Apollo High School does not fall under the guidelines of the state intervention program.

### 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 English-language arts (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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

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	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	No

## Federal Intervention Program

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 (English-language arts 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	11.8

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.0	0.0	1.3	3.0	4.0	7.5	3.2	3.3	3.1
Graduation Rate	98.1	100.0	98.0	89.6	86.6	80.5	86.7	85.3	84.9

### Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who

met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	79%	98%	---
African American	N/A	98%	---
American Indian or Alaska Native	N/A	N/A	---
Asian	N/A	98%	---
Filipino	N/A	99%	---
Hispanic or Latino	N/A	96%	---
Pacific Islander	N/A	95%	---
White (not Hispanic)	N/A	100%	---
Socioeconomically Disadvantaged	N/A	95%	---
English Learners	N/A	83%	---
Students with Disabilities	N/A	100%	---

### Career Technical Education Programs

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.

Vocational school such as Wyotech and Heald are encouraged to make presentations at Apollo High School. Representatives from the schools attend our Friday elective classes and make presentations to the students about their respective schools and how the student can benefit in the long run from continuing higher education.

### Career Technical Education Participation

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

Measure	CTE Program Participation
Number of Pupils	0
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

## Courses for University of California and/or California State University Admission

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 and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	67.0
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

## Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Seniors are given an opportunity to attend a college field trip to San Jose City, Evergreen Valley College, and De Anza Junior College. Following the field trip all students are given the junior college placement test by Evergreen/San Jose City College and further assistance is given to qualified students to complete financial aid paperwork.

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Each school year, the site administrator establishes a site-based decision making team. The purview of this team includes, but is not limited to, modifications, changes, alterations, or termination of local school practices and procedures. The committee is solely responsible for its internal organization and procedures. In the alternative schools this committee is made up of the administrator, parents, students, classified staff, and teachers.

## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

The English and science teacher were involved with the San Jose writing Project through San Jose State. The staff received in-service on the senior portfolio and collaborated across the curriculum to integrate the subject matters.

## Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	N/A	36,000
1	N/A	50,400
2	N/A	50,400
3	N/A	50,400
4	N/A	54,000
5	N/A	54,000
6	N/A	54,000
7	N/A	54,000
8	N/A	54,000
9	N/A	64,800
10	N/A	64,800
11	39,080	64,800
12	39,080	64,800

## Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	N/A	180 days
10	N/A	180 days
11	180	180 days
12	180	180 days

## Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Apollo High School did not run any shortened day schedules in 2005-06.