



# Century High School

1401 S. Grand Ave. ♦ Santa Ana, CA 92705 ♦ (714) 568-7000 ♦ Grades 9-12  
Margie Salcedo, Principal

## 2008-09 School Accountability Report Card

Published during 2009-10



### Santa Ana Unified School District

1601 East Chestnut Avenue  
Santa Ana, CA 92701-6322  
(714) 558-5501

[www.sausd.k12.ca.us](http://www.sausd.k12.ca.us)

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### **District Mission**

*The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.*



### Enrollment by Student Group 2008-09 Enrollment: 2472

American Indian or Alaska Native	0.08%
White (not Hispanic)	0.57%
Asian	3.44%
Hispanic or Latino	95.59%
Pacific Islander	0.00%
Multiple or No Response	0.16%
Socioeconomically Disadvantaged	83.00%
English Learners	52.00%
Students with Disabilities	8.00%

### **A Message from the Principal**

Welcome to Century High School! As Century's principal, it is my privilege to observe our school in action every day. Excellent teaching and active learning are taking place in classrooms. This School Accountability Report Card provides parents and the community with information about our instructional programs, academic achievement, materials, facilities, and the professional staff. Also included is information about our vibrant PTSA, School Site Council, English Learner Advisory Committee, and Parent Institute for Quality Education, which all play a very important role in our school. We are proud of the high level of parent involvement and support that Century's students and staff receive. While we take our responsibility to raise student achievement seriously, our students' success must be measured by more than standardized test scores. In order to fully understand our educational program, student achievement, and curriculum, please visit our campus. Parents are encouraged to observe students and teachers interacting in the classroom, the library, or computer labs. Attend a musical presentation or athletic competition, or serve on a Senior Exit Portfolio interview team. Our students, 50% of whom are English learners, make profound growth during their years at Century High School. I am proud of the hard work of our students, the support of our parents, and the professional dedication of Century's teachers and support staff. We hope to see you soon at one of our many events! Please read on for a further description of our school programs.

Margie Salcedo, Principal

### **District Profile**

Santa Ana Unified School District is the seventh largest district in the state, currently servicing over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district currently operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 81.3% enrolled in the Free or Reduced Price Meal program, 56.1% qualifying for English language learner support, and 9% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding school programs. Approximately 40 schools have received the Golden Bell Award - the largest number of awards received by any school district.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

### **District Vision**

The Santa Ana Unified School District is recognized as one of the leading American urban school districts, notable for the achievement of its students, the quality of its teachers, support staff, and administrators, the engagement of its community, the clarity of its strategies, and the effectiveness and efficiency of its systems. The District is on the cutting edge of equipping all students to succeed in their life goals, in American society, and in the free-market economy.

## Opportunities for Parent Involvement

Parents are encouraged to get involved in Century High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, and library and/or media center on special days. Parents are always invited to help chaperone field trips. Century High School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Career Day
- Music/choir and/or theatre performances
- Sports events• Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Language Advisory Council
- Parent Teacher Student Association (PTSA)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 568-7000. School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- XTEND or Tell-A-Parent Computerized Phone System
- District and/or School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Century High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed prior to September 16, 2008 and updated prior to September 16, 2008. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1. The most recent staff meeting addressing safety plan components and individual responsibilities associated with the school safety plan was held in February 9, 2009.

## School Inspections

The most recent facilities inspection at Century High School took place on December 12, 2009. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

## Deferred Maintenance

Santa Ana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-2009 school-year, the district has budgeted approximately \$2.2 million for the deferred maintenance program. This represents .5% of the district's general fund budget.

## Class Size and Distribution

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

Average Class Size & Class Size Distribution (Secondary)				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
<b>2006-07</b>				
English	23.9	72	23	30
Mathematics	26.9	51	7	35
Science	30.9	13	23	40
Social-Science	30.8	16	28	44
<b>2007-08</b>				
English	25.8	51	24	31
Mathematics	26.9	42	11	31
Science	32.6	11	18	38
Social-Science	29.2	19	36	29
<b>2008-09</b>				
English	26.1	53	27	30
Mathematics	28.4	34	12	35
Science	30.5	13	35	24
Social-Science	30.2	11	39	37

## Suspensions & 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.

	Suspension Rates					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
<b>Suspensions</b>	11.3	10.1	0.0	8.3	7.8	0.0
<b>Expulsions</b>	0.5	0.2	0.2	0.3	0.2	0.2

## Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of Century High School repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day- custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the day custodian inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian and administrators check restrooms throughout the day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping.

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

Facility Conditions					
Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks/Mechanical/HVAC/Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	Area 316: Deficiency - Damage wall (Service call issued to carpenters) Area 300 & 400 Building RR: Deficiency - Missing metal "cover plate" (Plumbers service call issued to replace access panel)
<b>Cleanliness:</b> Overall/Pest/Vermin Infestation	[ ]	[X]	[ ]	[ ]	Grounds Front: Deficiency - Gum needs to be removed on concrete (District crew working on gum removal) Grounds Back: Deficiency - Graffiti on back walls (District contractor removed graffiti)
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms/Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety/Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage/Roofs	[ ]	[X]	[ ]	[ ]	Area 300 Boys RR: Deficiency - Missing cover plate (Electrical Dept. service call issued) Area Girls RR: Deficiency - Cover plate (Electrical Dept. service call issued) Area 810: Graffiti inside classroom (Service call made) Custodial to remove
<b>External:</b> Grounds/Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

### 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 With	School			District
	06-07	07-08	08-09	08-09
<b>With Full Credential</b>	93	113	107	2561
<b>Without Full Credential</b>	16	6	6	66
<b>Outside Subject Area of Competence</b>	4	4	0	N/A

### 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 the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

% of Classes In Core Academic Subjects Taught by Teachers Who Are		
Location of Classes	NCLB Compliant	Non-NCLB Compliant
<b>This School</b>	92.9	7.1
<b>All Schools in District</b>	98.7	1.3
<b>High-Poverty Schools</b>	99.4	0.6
<b>Low-Poverty Schools</b>		

### 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.

Misassignments/Vacancies	07-08		
	07-08	08-09	09-10
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	6	3	0

### 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	# of FTE Assigned to School	Average # of Students per Academic Counselor
<b>Academic Counselor</b>	6	412
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (paraprofessional)</b>		N/A
<b>Psychologist</b>		N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>		N/A
<b>Resource Specialist (non-teaching)</b>		N/A
<b>Other</b>		N/A

## Instructional Materials

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

On October 13, 2009, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 09/10-2807 which certifies as required by Education Code §60119 that for the 2009-10 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Elementary School Textbooks		
Year Adopted	Publisher	Grades
<b>Math</b>		
2008	Saxon Publishers <i>Saxon Math</i>	K-5
2008	Houghton-Mifflin	K-5
<b>Language Arts</b>		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2009	Sopris West <i>Language!</i>	4-5
<b>Science</b>		
2008	MacMillan/ McGraw Hill <i>California Science</i>	K-5
<b>Social Science</b>		
2007	Scotts Foresman	K-5
Intermediate School Textbooks		
Year Adopted	Publisher	Grades
<b>Math</b>		
2008	CGP Education, <i>California Mathematics</i>	6
2008	CGP Education, <i>California Mathematics</i>	7
2008	Holt, Rinehart, Winston, <i>Holt California Algebra Readiness</i>	8
2008	College Preparatory Mathematics, <i>California Algebra Connections</i>	8
<b>Language Arts</b>		
2009	Hampton Brown, <i>Inside Language (A-G)</i>	6-8
2002	Holt, Rinehart, Winston	6-8
<b>Science</b>		
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
<b>Social Science</b>		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6
2006	Pearson/Prentice-Hall, <i>Medieval &amp; Early Modern Times</i>	7
2006	Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>	8
High School Textbooks		
Year Adopted	Publisher	Grades
<b>Math</b>		
2008	Pearson/Prentice Hall, <i>Algebra Readiness</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 1</i>	9-12
2008	Holt, Rinehart, Winston, <i>Geometry</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 2</i>	9-12
2008	McDougal Littell, <i>Precalculus with Limits: A Graphing Approach</i>	9-12
2008	McDougal Littell, <i>Calculus of a Single Variable</i>	9-12
<b>Language Arts</b>		
2009	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2002	Holt, Rinehart, Winston <i>Literature &amp; Language Arts</i>	9-12
<b>Science</b>		
2007	Holt <i>Earth Science</i>	9-12
2007	Glencoe <i>Biology</i>	9-12
2007	Prentice Hall <i>Chemistry</i>	9-12
2007	Prentice Hall <i>Essentials of Human Anatomy &amp; Physiology</i>	9-12
2007	Prentice Hall <i>Conceptual Physics</i>	9-12
<b>Social Science</b>		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magruder's</i>	9-12
2006	Prentice Hall <i>Economics: Principles in Action</i>	9-12
2006	McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>	9-12
2006	McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>	9-12



### Expenditures Per Pupil and School Site Teacher Salaries (FY 07-08)

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 and teacher 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/>.

	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Basic	
School	\$6,197	\$2,008	\$4,189	\$71,073
District	--	--	\$3,986	\$76,278
State	--	--	\$5,512	\$67,049
Percent Difference: School/District:			5%	-7%
Percent Difference: School/State:			-24%	6%

### Teacher and Administrative Salaries (FY 07-08)

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

Category	District Amount	State Average
Beginning Teacher Salary	\$46,107	\$42,065
Mid-Range Teacher Salary	\$74,545	\$67,109
Highest Teacher Salary	\$95,156	\$86,293
Average Principal Salary (Elementary)	\$113,933	\$107,115
Average Principal Salary (Middle)	\$114,620	\$112,279
Average Principal Salary (High)	\$129,192	\$122,532
Superintendent Salary	\$240,000	\$216,356
Percent of Budget (Teacher Salaries)	42.7%	39.4%
Percent of Budget (Administrative Salaries)	4.1%	5.5%

### Types of Services Funded

In addition to general fund state funding, Santa Ana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the District received approximately \$3,725 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Bilingual Education
- Beginning Teacher & Support (BTSA)
- California Child Nutrition Education
- Carl Perkins
- Class Size Reduction
- Comprehensive School Reform
- Drug Free Schools
- Even Start Family Literacy
- Gifted & Talented Education
- Head Start
- Instructional Materials
- Migrant Education
- Peer Assistance & Review
- Reading First
- Regional Occupational Program
- Safe Schools and Healthy Students
- Special Education
- Title I, II, III, IV, & VII
- Vocational Education

### California Physical Fitness Test Results

Every year, 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 scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

Grade Level	4 of 6	5 of 6	6 of 6
9	25.6	23.4	13.9

### California Standards Tests (CST)

The California Standards Tests (CSTs) 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, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *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.*

### 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	19	20	21	28	32	37	43	46	50
Mathematics	7	3	5	29	33	39	40	43	46
Science	9	16	19	23	34	36	38	46	50
History-Social Science	14	11	16	24	26	31	33	36	41

### 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.

Student Group	Percent of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
American Indian or Alaska Native	*	*		
Asian	23	7	24	24
Hispanic or Latino	21	5	19	16
Pacific Islander				
White (not Hispanic)				*
Male	19	6	23	21
Female	23	5	15	12
Economically Disadvantaged	21	5	19	16
English Learners	5	2	7	4
Students with Disabilities	4	5	3	4
Students Receiving Migrant Education	19	4	16	16

### Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

### 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
<b>AYP Overall</b>	No	No
<b>Participation Rate:</b>		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
<b>Percent Proficient:</b>		
English-Language Arts	No	No
Mathematics	No	No
API	Yes	Yes
Graduation Rate (High Schools)	No	Yes

### 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/av/>.

Program Improvement Status		
	School	District
<b>PI Status</b>	In PI	In PI
<b>First Year of PI</b>	1998-1999	2004-2005
<b>Year in PI</b>	Year 5	Year 3
<b>Number of Schools Currently in PI</b>	N/A	37
<b>Percent of Schools Currently in PI</b>	N/A	61.7

### 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). Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

### NAEP Reading and Mathematics Results for All Students by Grade Level

This table displays the scale scores and achievement levels on the NAEP 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

### NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level

This table displays the state and national participation rates on the NAEP progress for reading (2007) and mathematics (2009) for students with disabilities (SWD Students) and English Language Learners (EL Students) for grades four and eight.

Subject and Grade Level	SWD Student Participation Rate		EL Student Participation Rate	
	State	National	State	National
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

### DataQuest and Access to Data

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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 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.

### Academic Performance Index (API)

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

API Ranks			
	2006	2007	2008
Statewide	1	1	1
Similar Schools	4	4	2

### 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.

API Changes				
Student Group	Actual Change			Score
	06-07	07-08	08-09	
All Students at the School	6	-10	17	591
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	4	-9	18	588
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	4	-7	17	590
English Learners	3	-14	14	551
Students with Disabilities	4	-19	-2	376

### California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced (Adv.), Proficient (Prof.), and Not Proficient (Not Prof.). *Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.*

This table displays the percent of students achieving at the Proficient or Advanced level.

CAHSEE Results for All Students			
Subject	School	District	State
<b>2006-07</b>			
English	20.0	31.3	48.6
Mathematics	27.6	39.5	49.9
<b>2007-08</b>			
English	32.3	40.7	52.9
Mathematics	31.9	43.1	51.3
<b>2008-09</b>			
English	26.5	39.2	52.0
Mathematics	30.9	48.7	53.3

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

CAHSEE Results by Student Group - Most Recent Year					
English-Language Arts			Mathematics		
Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.
<b>All Students</b>					
73.5	17.3	9.3	69.1	25.2	5.7
<b>Male</b>					
79.5	12.2	8.3	68.1	25.3	6.6
<b>Female</b>					
67.5	22.2	10.3	70.1	25.1	4.8
<b>American Indian or Alaska Native</b>					
*	*	*	*	*	*
<b>Asian</b>					
81.2	6.2	12.5	70.6	29.4	0.0
<b>Hispanic or Latino</b>					
73.6	17.5	8.9	69.2	24.9	5.9
<b>Pacific Islander</b>					
*	*	*	*	*	*
<b>White (not Hispanic)</b>					
*	*	*	*	*	*
<b>English Learners</b>					
84.7	12.8	2.5	77.2	20.4	2.5
<b>Socioeconomically Disadvantaged</b>					
73.5	17.7	8.8	69.3	25.4	5.3
<b>Students Receiving Migrant Education Services</b>					
80.8	7.7	11.5	80.8	11.5	7.7
<b>Students with Disabilities</b>					
100.0	0.0	0.0	94.6	5.4	0.0

### Career Technical Education Participation

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

CTE Program Participation	
Number of pupils	1,108
Percent of pupils completing a CTE program and earning a high school diploma	47.6%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

### 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.

Indicator	
Percent of Students Enrolled in Courses Required for UC/CSU Admission	68.0
Percent of Graduates Who Completed All Courses Required for UC/CSU Admission	20.5

### 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 which data is available. For comparison purposes, data are also provided at the district and state levels.

Dropout and Graduation Rates			
Indicator	2005-06	2006-07	2007-08
<b>School</b>			
Dropout Rate: 1yr	9.6	2.1	4.1
Graduation Rate	85.9	88.1	79.8
<b>District</b>			
Dropout Rate: 1yr	3.2	1.9	1.8
Graduation Rate	79.7	83.9	84.8
<b>State</b>			
Dropout Rate: 1yr	3.5	4.4	3.9
Graduation Rate	83.4	80.6	80.2

### 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.

Advanced Placement (AP) Courses		
Subject	# Offered	% of Students Enrolled
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	3	N/A
All courses	11	4.0

### Completion of High School Graduation Requirements

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.

Graduating Class of 2009		
Group	School	District
All Students	66.2	68.1
African American	--	72.7
American Indian / Alaska Native	100*	100*
Asian	73.3	88.2
Filipino	100*	85.7
Hispanic or Latino	72.8	73.2
Pacific Islander	--	62.5*
White (not Hispanic)	66.7*	77.7
Socioeconomically Disadvantaged	73.2	73.9
English Learners	32.4	30.9
Students with Disabilities	27.5	31.4

\* Please note that this percentage was based on a less than 10 students



## More About Century High School

Century High School focuses its resources and effort on a cohesive, standards-based curriculum. However, we remain in Program Improvement Year 5 status. We have restructured into a Smaller Learning Communities (SLC) school. 9th and 10th grade students are currently placed in one of 8 SLC Teams and eleventh and twelfth grade students are in one of the following career pathways. --Business & e-Commerce--Health, Science & Technology--Human & Public Service--International Studies--Arts, Media, & Entertainment. Century High School offers many attractive opportunities for academic enrichment and extra curricular involvement. The e-Business and TEACH Academies offer students the opportunity to connect skills learned in the classroom to the fields of teaching and business. Academy students have received awards at state and regional trade shows. The academies have achieved an approximately 90% graduation rate which exceeds the schoolwide average. Students in our Model UN program have traveled around the world to participate in international government simulations. Other students participate in the Mock Trial competition and Peer Court sessions held on the Century campus in conjunction with the Orange County Superior Court and juvenile justice system. Our ACE (Architecture, Construction and Engineering) and MESA programs have also continued to provide students opportunities to apply higher levels of science and math. Visual and Performing Arts students hone and showcase their talents in choral, band, and orchestral performances and competitions, in visual art displays at local museums and the Orange County Fair, in color guard, drum line, dance, theatrical productions, and cheer. Our designation as a "Stellar Technology High School" (one of three in the entire County of Orange) has provided for innovative technology applications engaging many students as their teachers have become proficient on podcasting (Earth Science classes) and GPS navigation (Geometry classes). The podcasting program continues in partnership with the Dana Point Marine Institute and the Orange County Department of Education; math students enrolled in Algebra I are currently utilizing the "Quizdom" system of immediate feedback through teacher-led whole class assessment where students respond on remote devices. A growing number of students enroll in both Honors and Advanced Placement (AP) classes and register for and take AP exams in the spring. Honors and AP students are supported by individual teacher help and formalized after school (and occasional Saturday) intervention tutoring. The GHAP (GATE, Honors, & Advanced Placement) Team has systematically revitalized and strengthened the program for our gifted and highest achieving students. Students who show potential but who may not yet be ready for Honors or Advance Placement classes are tapped for participation in the Advancement Via Individual Determination (AVID) program classes. The Century library (Instructional Media Center) has held late afternoon hours for the past two years and this important service to students and the community has now been formalized through a partnership between Santa Ana Unified School District and the City of Santa Ana Library system. The Century library is a center of school and community inquiry and learning three weekday evenings (Tuesday, Wednesday, and Thursday) until 7:00 p.m. Athletics is very much a part of the culture and fabric of Century High School. The athletics department supports the academic success of students through a tutoring program that works with athletes who are in danger of losing their CIF eligibility, often in lieu of practice. Coaches cooperate closely with teaching staff to counsel, correct, and ultimately bench an athlete who is not applying him/herself academically. The symbiotic relationship between athletics and academics is a key to the success of many Century students both on and off the field of play. Century's United Student Body (USB) officers plan and implement spirit and pride events including weekly lunch entertainment, dances, pep rallies, student recognition assemblies, competitions, blood drives, food drives, relief efforts, and formal events including Sadie Hawkins and Senior Prom. Students earn "Community Service" credit for participation in many community-based events and outreach efforts.

## School Status

Century High School is a Program Improvement Year 5 school because we have not achieved Adequately Yearly Progress (AYP) under No Child Left Behind (NCLB) regulations. Students in all four learning groups (schoolwide, English learner, socioeconomically disadvantaged, Hispanic/Latino, did not achieve proficiency requirements on the California Standards Test (CST). However, we did meet our API (Accountability Performance Index) growth target and more. We increased our API from last year by 17 points, even though our growth target was 11 points. We met and exceeded growth targets for our API in 4 sub-groups (schoolwide, English learner, socioeconomically disadvantaged, Hispanic/Latino).

Accreditation: A spring 2008 Visiting Team from the Western Association of Schools and Colleges (WASC) recommended a renewed six year accreditation for Century High School through 2014. There will be a follow-up visit in 2011 to verify that we are implementing the WASC Action Plan developed by the staff during the two years preceding the 2008 visit. This six-year accreditation (6R) is evidence of the hard work and dedication of Century's students, teachers, staff, parents, and school district. While noting that standardized test scores are below expectation, keeping us in "Program Improvement" status, the WASC Visiting Team found students actively engaged in learning, teachers presenting complex lessons based on California's academic content standards, utilizing State-approved standards-based textbooks and other instructional materials, and instruction that differentiated for the learning needs of Century's special learning groups. The WASC Team noted strong student and parent support and commitment to the educational program at Century. We are justifiably proud of our six-year WASC accreditation because WASC remains the ultimate authority on excellence in high schools in California and throughout the western United States.

## Professional Development

Century High School places utmost importance on professional development for teachers. Core academic departments (English/Language Arts, Mathematics, History/Social Science and Science) participate in two pull-out days (substitutes provided) for training and collaboration. Other departments (Foreign Language, Business & Technology, Physical Education, and Visual & Performing Arts) receive at least one pull-out day for training and collaboration. Staff development and collaboration at Century focus on:

1. Writing Across the Curriculum: Students in all departments write frequently. Writing is both a way to demonstrate learning as well as a way to learn. Each department has created its own approaches to frequent student writing, from essays and research papers in History/Social Science classrooms to lab reports and written analysis in the sciences.
2. Standards-based, Data-Driven Instruction: All teachers are provided with initial student achievement data at the beginning of each semester. Teachers also have access to this and subsequent student achievement data via DataDirector, a web-based data bank of student information and demographics.
3. Research-based Instructional Strategies: Century has adopted two strategies identified by Robert Marzano, Debra Pickering, and Jane Pollock whose seminal research, "Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement," Association for Supervision and Curriculum Development. These two highly effective instructional strategies (Identifying Similarities & Differences and Summarizing & Notetaking) were identified by Marzano and his colleagues at the McREL Institute. Many teachers and departments are implementing two additional Marzano, et al. strategies, Reinforcing Effort & Providing Recognition and Homework & Practice.
4. Differentiation of Instruction: Teachers use DataDirector and other sources to understand who their students are and to provide appropriate instruction, based on individual student learning needs.
5. Smaller Learning Communities (SLC) Research reveals that students learn better in smaller "learning communities" that they might in a larger, comprehensive setting. For this reason Century has chosen to restructure itself from a large school of 2,500 students to smaller learning communities of a few hundred each. Students share the same group of core teachers, and get to know these teachers and each other as they progress through their years at Century. SLCs help connect students to each other and the school and research reveals that these connections contribute to students' desire to remain in school, to do well, and to graduate and enter college or the world of work.

### **Professional Development (continued)**

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, teacher input, state content standards, district focus, and professional development surveys. All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2008-09 school year, Our school sponsored staff development. Staff training topics at the individual school sites may have included: Frontloading, Thinking Maps, Guided Language Acquisition Design, effective teaching strategies from Marzano, et al., effective grading practices, etc. Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on new textbook adoption training, curriculum, teaching strategies, and methodologies.

During the 2008-09 school year, training opportunities focused on the following:

- Language Arts Strategic and Intensive Intervention
- English Language Development
- Differentiation for English learners
- Differentiation for Socioeconomically Disadvantaged students
- Differentiation for Hispanic-Latino students
- Differentiation for Special Education students
- GATE Training (Gifted And Talented Education)
- AP Training (Advanced Placement)
- SDAIE Training (Specially Designed Academic Instruction In English)
- AVID Training (Advancement Via Individual Determination)
- CTAP Technology Training (California Technology Assistance Project)
- Working with Parents and Parent Education
- Special Education
- Data Analysis and Data-Driven Instruction.
- Student Engagement

New teachers and teachers not yet fully credentialed are supported by extensive staff development at the school and district level. New teachers at Century meet monthly with curriculum leaders and administration for orientation and training. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program operated by district staff, that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the BTSA Induction Program is available at <http://www.sausd.us/14431028114350867/site/default.asp>.

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Staff members are encouraged to attend and Century's categorical funds provide for professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

### **Career Technical Education Programs**

Century High School's Regional Occupation Program (ROP) has undergone some significant changes recently. Century's ROP includes classes that are taught on campus during the normal school day. When taught by existing permanent district teachers, these classes are identified as Career Technical Education (CTE). Century High School offers all of our students that are eligible, enrollment in any of the following ROP/CTE classes:

- a. Art of Graphic Design (UC)
- b. Art of Animation I (UC), II & III
- c. Health Careers
- d. Computer Basics for ELL
- e. Video Production (CTE)
- f. Digital Photography
- g. WEB Page Design (CTE)

All of the above classes must maintain an enrollment of at least 20 students. ROP does not have any restrictions for student enrollment other than the age requirement of 16 years. However, if a sophomore is 15 years old, he or she is allowed to enroll in any class. Currently, special education students, and pregnant students are both allowed and encouraged to participate in Century's ROP/CTE course offerings. It is the intent of Century's ROP Program to include Fire Technology, Theatre Technology, and Crime Scene Investigation (CSI) in the near future. The Regional Occupation Program/Career Technical Education Program at Century High School offers a valuable and engaging avenue to engage both special and regular student populations in exciting, career-oriented electives on the Century campus. Visit the Career Center in the Century High School main office for more information on our ROP/CTE Programs to meet with the Career Specialist or to enroll in an ROP/CTE course.