



# SCHOOL ACCOUNTABILITY REPORT CARD

Issued Spring 2006 for Academic Year 2004–05



Dr. Carl A. Cohn, Superintendent

4100 Normal Street

San Diego, CA 92103

[www.sandi.net](http://www.sandi.net)

9500 Gilman Dr., La Jolla, CA 92093

Phone: (858) 658-7404, Fax: (858) 658-0988

[preuss@ucsd.edu](mailto:preuss@ucsd.edu)

[preuss.ucsd.edu](http://preuss.ucsd.edu)

Doris Alvarez, Principal

## The Preuss School UCSD

### Contents

Demographic Information	2
School Safety and Climate for Learning	2
School Facilities	3
Academic Data	3
School Completion	8
Class Size	9
Teacher and Staff Information	9
Instruction and Curriculum	11
Post-Secondary Preparation	13
Fiscal and Expenditure Data	15

### What Is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data are from the 2004–05 school year or the two preceding years (2002–03 and 2003–04). Graduation, dropout, and fiscal data are from 2003–04. Single-year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines (see the California Department of Education Web site at [www.cde.ca.gov/ta/ac/sa/definitions05.asp](http://www.cde.ca.gov/ta/ac/sa/definitions05.asp)).

Additional copies of this SARC may be obtained from the school office or from the district's SARC Web site at [studata.sandi.net/research/sarcs/](http://studata.sandi.net/research/sarcs/).

### School Description and Mission Statement

The Preuss School UCSD is a middle/high school, Grades 6–12, chartered under the San Diego Unified School District. The school was chartered in 1998 as an intensive college-preparatory educational program for low-income students. Pupils must demonstrate they are motivated to attend college and would represent the first generation in their families to graduate from a four-year university. The school is located on the eastern edge of the University of California, San Diego (UCSD) campus.

Enrollment for the seventh year of operation consists of 773 students in Grades 6–12 (2005–06 school year). Ninety-eight percent of students come from neighborhoods south of Interstate 8. Students are chosen through application and lottery.

The mission of The Preuss School is to improve educational practices and provide an intensive college-preparatory school for low-income student populations, which are historically underrepresented on the campuses of the University of California (UC). The mission will thereby further the outreach efforts of the UC and its commitment to the San Diego community and to educational intervention. Additionally, the school will support the district's goal of reducing the achievement gap among underrepresented students. The Preuss School's goals also support the district's mission statement by emphasizing the following:

- Weekly staff development and team meetings for teachers, focused on teaching and learning using analysis of lessons and student work.
- An innovative traditional liberal arts curriculum that emphasizes student understanding and literacy.
- Tutoring to ensure student achievement.
- A climate of high expectations and a strong academic culture.
- Use of university resources to enhance teaching and learning.
- A focus on personalization of instruction.

The Preuss School provides an environment where students are continually encouraged and empowered to develop a greater sense of confidence and self-worth through self-sufficiency and a sense of pride in their academic accomplishments. The school fosters a culture of high academic performance in an environment that encourages risk-taking, the art of questioning, and logical and critical thinking. Graduates will be stimulated to enjoy lifelong intellectual curiosity and dedication to continued learning. The school encourages the involvement of community, family, and other institutions to share responsibility for encouraging young people to develop as both scholars and citizens.

### Opportunities for Parent and Community Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all constituencies within our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment.

We are committed to connecting community resources to our school. Parental and community involvement at The Preuss School UCSD is essential.

Students' families each commit to 15 hours of volunteer activities. Families with two or more students attending the school commit to an additional 10 hours per

student. Over its first six years, the parents of Preuss students volunteered more than 9,000 hours at Preuss. Parent forums and parent education are organized through monthly meetings of Preuss' active Parent Council.

Community mentors work with individual students on an ongoing basis. Currently, 54 mentors spend an average of two hours per week with their students. Each quarter, 150 UCSD students volunteer as tutors for approximately four hours per week as part of their coursework and community service. Thornton Hospital works with the school in the area of health care. The school also works with organizations in the community, including the San Diego Opera, La Jolla Playhouse, and Mainly Mozart Festival.

If you want to get involved, please contact Eva Mejia at (858) 658-7473.

## DEMOGRAPHIC INFORMATION

### Student Enrollment – Grade Level

Grade Level	Enrollment on September 26, 2004
6	113
7	131
8	128
9	124
10	99
11	97
12	75
TOTAL	767

### Student Enrollment – Racial/Ethnic Group

Racial/Ethnic Subgroup	Number of Students	Percent of Enrollment
African American	100	13.0
Asian	36	4.7
Filipino	20	2.6
Hispanic	454	59.2
Indochinese	109	14.2
Native American	0	0.0
Pacific Islander	1	0.1
White (Not Hispanic)	47	6.1

## SCHOOL SAFETY AND CLIMATE FOR LEARNING

### School Safety Plan

**Last Review/Update:** January 20, 2006

**Last Discussed with Staff:** August 24, 2005

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan, which meets state requirements as described in California Education Code Section 35294 *et seq.* The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal (or site administrator), specific school building security procedures are implemented by staff. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing training and assistance.

All visitors are required to check in at the main office. The school has an earthquake and emergency preparedness plan. No incidents of crime have occurred on campus in 2004–05.

### School Programs and Practices that Promote a Positive Learning Environment

The Preuss faculty works hard to ensure that students attend school regularly. A full-time attendance clerk monitors attendance on a daily basis. Because we have set up a personalized climate for learning, our students are attending school at a good rate. Students understand the importance of attending school through lessons in college-preparatory classes and communications home to parents.

To ensure that students do not fall behind in the case of absences due to illness, Preuss has instituted the following programs:

- A student study team meets once a month to review student Individualized Education Plans (IEPs), student accommodation plans (504s), and the potential referral of students.
- Saturday enrichment academy is held for students who have missed days of school.
- Students who have an academic grade-point average (GPA) below 2.25 at the end of a trimester attend Saturday Enrichment Academy.
- After-school tutoring is offered, including a California High School Exit Exam (CAHSEE) class.

We foster a culture of high academics, coupled with an atmosphere that supports learning. Teachers use positive discipline techniques to ensure that classrooms are places where learning takes place without interruption. Suspensions from school are used as a last resort, with the bulk of disciplinary actions taking place through in-school suspensions or lunch detentions. The principal meets with a group of students in the Principal's Advisory Committee to develop a code of student behavior and set up a system of disciplinary consequences for not living up to the code.

## Suspensions and Expulsions

Rates of suspension and expulsion per 100 students are the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) enrollment for the given year, multiplied by 100. The district comparison rates reported are the expected rates for the school's enrollment and grade-level composition based on actual districtwide experience. Because suspension and expulsion rates vary greatly by grade level and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

	2003		2004		2005	
	School	District	School	District	School	District
Suspensions (number)	38	13,157	39	12,174	17	14,101
Suspensions (rate per 100 students)	5.95	17.27	5.09	15.61	2.22	18.35
Expulsions (number)	0	354	1	429	0	545
Expulsions (rate per 100 students)	0.00	0.54	0.13	0.62	0.00	0.74

## SCHOOL FACILITIES

### School Facility Conditions – General Information

The school is on the east side of the UCSD campus (across from Thornton Hospital). The 72,000-square-foot facility cost over \$13 million and was funded by several major private donors. The building and land are owned by the UC Regents, and all facilities were built entirely by private funds.

There are 28 classroom and additional multiuse facilities. The classrooms provide adequate space for our students, and these are cleaned on a regular basis. There are also adequate restrooms, which are cleaned daily. There is a staff workroom and lunchroom.

### School Facility Conditions – Results of Inspection and Evaluation

The following table reports physical conditions that pose a threat to the health and safety of pupils or staff while at school and does not include any cosmetic or nonessential repairs. Additional information about the condition of the school's facilities is available in the school's *Interim Evaluation Instrument*, which can be obtained at the school. Providing safe and well-maintained schools is a top priority for our district.

Inspection Date: N/A

Part Evaluated	In Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas leaks			<b>Data Not Available</b>
Mechanical systems			
Windows/doors/gates (interior and exterior)			
Interior surfaces (walls, floors, and ceilings)			
Hazardous materials (interior and exterior)			
Structural Damage			
Fire Safety			
Electrical (interior and exterior)			
Pest/vermin infestation			
Drinking fountains (inside and out)			
Restrooms			
Sewer			
Playground/school grounds			
Other			

## ACADEMIC DATA

### Standardized Testing and Reporting (STAR)

Through the California STAR Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

### California Standards Tests (CST)

The CST tests English language arts and mathematics (Grades 2–11), science (Grades 5, 9, 10, and 11), and history-social science (Grades 8, 10, and 11). The CST shows how well students are doing in relation to state content standards. Student scores are reported as performance levels:

Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results for each grade, proficiency level, and subgroup can be found at the California Department of Education (CDE) Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

Percentage of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

**CST – English Language Arts**

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
6	70.6	52.6	81.8	35.8	34.7	39.9	36	36	38
7	75.6	76.1	67.7	33.9	35.9	41.9	36	36	43
8	57.1	60.6	73.8	31.8	33.6	40.4	30	33	39
9	72.7	75.9	90.3	38.9	38.9	45.9	38	37	43
10	78.3	66.3	68.8	34.1	35.5	36.9	33	35	36
11	61.7	69.2	68.5	33.9	35.3	38.5	32	32	36

**CST – Mathematics**

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
6	70.6	36.8	80.9	31.2	32.1	41.6	34	35	40
7	48.9	76.1	56.2	28.4	32.4	35.8	30	33	37
8	27.6	36.2	37.7	15.3	19.1	26.2	29	29	31
9	21.8	40.7	37.1	13.0	13.2	17.0	23	21	23
10	20.7	19.2	27.1	11.8	9.3	11.1	20	17	19
11	16.7	19.2	16.3	11.9	8.3	10.5	18	14	16

**CST – Science**

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9	11.0	7.4	11.4	9.0	8.9	12.3	29	26	28
10	36.1	15.4	19.8	21.7	10.3	9.9	30	25	26
11	41.7	56.4	39.1	18.1	21.1	25.6	28	26	25

**CST – History/Social Science**

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
8	45.7	70.3	68.0	24.5	27.9	31.1	27	27	31
10	79.5	63.5	64.6	24.5	26.6	27.7	27	27	31
11	56.7	78.2	77.2	33.7	34.3	38.6	34	32	37

**2005 CST Subgroups – English Language Arts**

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
6	72.3	88.9	45.5	85.9	81.8		—	81.3
7	62.1	72.2	—	68.5	67.7			67.7
8	67.3	78.1		73.8	73.8		—	73.6
9	84.3	94.5	—	91.1	90.3			90.3
10	54.5	80.8	—	69.5	68.8		—	69.5
11	50.0	79.3		68.5	68.5			68.5

**2005 CST Subgroups – Mathematics**

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
6	80.9	81.0	90.9	79.8	80.9		—	80.4
7	55.2	56.9	—	55.9	56.2			56.2
8	46.9	31.5		37.7	37.7		—	38.0
9	37.3	37.0	—	37.4	37.1			37.1
10	34.1	21.2	—	26.3	27.1		—	27.4
11	23.5	12.1		16.3	16.3			16.3

**2005 CST Subgroups – Science**

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
9	11.8	11.1	—	11.5	11.4			11.4
10	25.0	15.4	—	20.0	19.8		—	20.0
11	38.2	39.7		39.1	39.1			39.1

**2005 CST Subgroups – History/Social Science**

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
8	73.5	64.4		68.0	68.0		—	67.8
10	65.9	63.5	—	64.2	64.6		—	65.3
11	70.6	81.0		77.2	77.2			77.2

**2005 CST Racial/Ethnic Groups – English Language Arts**

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	100.0	—	—	76.0	—			—
7	61.5	—	—	61.7	85.7			80.0
8	60.0	—	—	75.3	66.7			—
9	100.0	—	—	86.6	95.8			—
10	73.3	—	—	62.5	80.0			—
11	72.7	—	—	66.0	72.2			—

**2005 CST Racial/Ethnic Groups – Mathematics**

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	76.9	—	—	78.7	—			—
7	30.8	—	—	55.6	71.4			60.0
8	20.0	—	—	35.6	38.9			—
9	27.8	—	—	29.9	54.2			—
10	20.0	—	—	19.6	53.3			—
11	0.0	—	—	9.4	38.9			—

**2005 CST Racial/Ethnic Groups – Science**

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	11.1	—	—	7.6	25.0			—
10	13.3	—	—	16.1	33.3			—
11	45.5	—	—	30.2	55.6			—

**2005 CST Racial/Ethnic Groups – History/Social Science**

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
8	53.3	—	—	69.9	66.7			—
10	53.3	—	—	62.5	80.0			—
11	81.8	—	—	73.6	83.3			—

**Norm-Referenced Test (NRT)**

Prior to 2005, the California Achievement Test, Sixth Edition (CAT/6), the norm-referenced test (NRT) currently adopted by the State Board of Education, tested reading, language arts, and mathematics in Grades 2–11, spelling in Grades 2–8, and science in Grades 9–11. Beginning in 2005, the NRT tests reading, language arts, mathematics, and spelling in Grades 3 and 7 only and no longer test science in any grade. Only reading and mathematics data are required to be reported in the SARC. Detailed information for language arts and spelling, as well as subgroup performance for all tests, can be found at the CDE Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

The following tables show the percent of students at each grade level scoring at or above the 50th percentile (the national average) on the reading and mathematics portions of the CAT/6:

**NRT – Reading**

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
7	83.0	71.6	66.2	44.8	44.2	44.6	45	45	46

## NRT – Mathematics

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
7	79.3	84.3	76.2	44.4	46.3	47.2	46	47	49

### 2005 NRT Subgroups – Reading

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
7	63.8	68.1	—	66.1	66.2			66.2

### 2005 NRT Subgroups – Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
7	84.5	69.4	—	75.6	76.2			76.2

### 2005 NRT Racial/Ethnic Groups – Reading

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
7	53.8	—	—	59.3	85.7			86.7

### 2005 NRT Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
7	61.5	—	—	72.8	92.9			86.7

## 2005 California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
7	41.5	36.8	45.2	24.9	23.0	26.8	28.8	26.8	30.9
9	40.3	45.1	37.0	22.7	24.5	20.8	26.7	27.5	25.8

## Academic Performance Index (API)

The Academic Performance Index (API), the cornerstone of California's accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school's performance. The statewide API goal for all schools is 800. Scores that were at or above this target are indicated by a "#" in the following three tables. Annual interim targets are set for each school. API scores are calculated on the basis of state standards-based and norm-referenced tests.

**Growth Targets:** The annual growth target for a school is five percent of the difference between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets equal to 80 percent of the school's target are set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percentage Tested:** To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in Grades 2–8 on STAR. High schools must test at least 90 percent of their students in Grades 9–11 on STAR.

**Statewide Decile Rank:** Schools receiving a base API score are ranked in 10 equal-sized groups (deciles) from 1 (lowest) to 10 (highest), by type of school (elementary, middle, or high school).

**Similar Schools Decile Rank:** This is a comparison of each school with 100 other schools with the most similar demographic characteristics. Each school is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to the schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed, current information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/) or by speaking with the school principal.

## API – Schoolwide

	API Base Data				API Growth Data		
	2002	2003	2004		2002 to 2003	2003 to 2004	2004 to 2005
Percentage Tested	100	100	100	Percentage Tested	100	100	100
Base API Score	790	848	844	API (Growth) Score	834	845	861
Growth Target	1	#	#	Actual Growth	44	-3	17
Statewide Decile Rank	9	10	10				
Similar Schools Decile Rank	10	10	10				

## API Subgroups – Racial/Ethnic Groups

Data are only reported for numerically significant subgroups, those consisting of at least 50 pupils with valid test scores and constituting at least 15 percent of a school's total population of pupils with valid test scores.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African American</b>				<b>African American</b>			
Base API Score	761			Growth API Score			
Growth Target	1			Actual Growth			
<b>Asian (includes Indochinese)</b>				<b>Asian (includes Indochinese)</b>			
Base API Score	835	898	895	Growth API Score	882	897	897
Growth Target	#	#	#	Actual Growth	47	-1	2
<b>Filipino</b>				<b>Filipino</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>Hispanic</b>				<b>Hispanic</b>			
Base API Score	783	832	828	Growth API Score	819	828	849
Growth Target	1	#	#	Actual Growth	36	-4	21
<b>Native American</b>				<b>Native American</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			

## API Subgroups – Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Base API Score	790	848	844	Growth API Score	834	845	861
Growth Target	1	A	A	Actual Growth	44	-3	17

## State Award and Intervention Programs

Although the California Education Code currently includes state intervention and awards programs, the programs were not funded for the period addressed by this report.

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/) or by speaking with the school principal.

In the following table, a “Yes” for overall AYP status indicates that AYP was met for all students and all subgroups, that exception criteria were met, or that an appeal of the school or district’s AYP status was approved. Additional data by subgroup show whether each group of students in the school and district made the annual measurable objectives for percent proficient or above and the participation rate required under AYP. School data are only reported for numerically significant subgroups.

Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
Schoolwide	Yes	Yes	Yes	Yes	Yes	Yes
African American				Yes	Yes	Yes
Asian (includes Indochinese)	Yes	Yes	Yes	Yes	Yes	Yes
Filipino				Yes	Yes	Yes
Hispanic	Yes	Yes	Yes	Yes	Yes	Yes
Native American				Yes	Yes	Yes
Pacific Islander				Yes	Yes	Yes
White (Not Hispanic)				Yes	Yes	Yes
English Learners	Yes			Yes	Yes	No
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
Students With Disabilities				Yes	Yes	No
<b>All Subgroups (Overall)</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>

### Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the CDE Web site at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/) or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		—
Year in Program Improvement		—
Year Exited Program Improvement		—
Number of Schools Currently in Program Improvement	—	38
Percentage of Schools Identified for Program Improvement	—	21.1

## SCHOOL COMPLETION (SECONDARY SCHOOLS)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. Next year’s School Accountability Report Card will report the percentage of students completing Grade 12 who successfully complete the CAHSEE.

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include Grade 9–12 enrollment, the annual number of dropouts, and the one-year dropout rate (per 100 students) reported for the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is Grade 9–12 dropouts divided by Grade 9–12 enrollment, multiplied by 100. The graduation rate, required by the federal NCLB Act, is calculated by dividing the number of high school graduates by the sum of dropouts for Grades 9–12, in consecutive years, plus the number of graduates, multiplied by 100. Due to a change in the dropout definition, results from 2003 and 2004 should not be directly compared to those from previous years.

	School			District			State		
	Old Def.	New Def.	New Def.	Old Def.	New Def.	New Def.	Old Def.	New Def.	New Def.
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9–12)	160	257	360	35,970	37,269	37,506	1,772,417	1,830,903	1,876,927
Dropouts (9–12)	0	0	0	1,417	1,797	1,567	48,871	58,189	61,253
Dropout Rate	0.0	0.0	0.0	3.9	4.8	4.2	2.7	3.2	3.3
Graduation Rate			100.0	83.3	82.2	79.5	87.0	86.7	85.1

## CLASS SIZE

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each class size category, by subject area, as reported for CBEDS.

Subject	2003			2004			2005					
	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	26.4	3	20	27.2		25	26.5	2	11	1		
Mathematics	26.1	4	21	26.5	6	24	26.5	3	6	1		
Science	25.4	4	16	27.0	3	24	24.3	1	6			
Social Science	26.8	4	22	27.2	1	18	28.2	2	12	2		

## TEACHER AND STAFF INFORMATION

### Core Academic Courses Taught by NCLB-Compliant Teachers (2005)

The NCLB Act requires all teachers teaching in core academic subjects to be “highly qualified” no later than the end of the 2005–06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher.

For a school, the data reported are the percentage of a school’s classes in core subject areas taught by NCLB-compliant teachers. For the district, the data reported are the percentage of all classes in core subject areas taught by NCLB-compliant teachers in all schools, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

	Percentage of Classes in Core Academic Subjects Taught by NCLB-Compliant Teachers
This School	100.
All Schools in District	55.7
High-Poverty Schools in District	42.7
Low-Poverty Schools in District	79.2

### Teacher Credentials

Data reported are the number of classroom teachers at the school in each category, as reported for CBEDS. All classroom teachers, part-time and full-time, are counted equally. If a teacher works at two schools, s/he is counted only at one school.

	2003	2004	2005
<b>Total Number of Teachers</b>	<b>36</b>	<b>40</b>	<b>43</b>
Full credential and teaching in subject area	33	33	39
Full credential but teaching outside subject area	0	3	0
Alternative Route to Certification (district and university internship)		3	3
Pre-Internship		0	0
Emergency Permits (no credential or internship but meets minimum requirements)	3	1	1
Waiver (no credential and no emergency permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2006, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

## Teacher Education Level (2005)

Data reported are the percentage of teachers by education level, as reported for CBEDS.

	School	District
Doctorate	9.1	0.9
Master's degree plus 30 or more semester hours	2.3	0.3
Master's degree	45.5	50.0
Bachelor's degree plus 30 or more semester hours	2.3	1.2
Bachelor's degree	40.9	47.2
Less than bachelor's degree	0.0	0.4

## Vacant Teacher Positions

Data reported are the number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20th school day of each semester. For 2006, the most currently available data are reported.

	2004		2005		2006	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20th school day of the semester.	0	0	0	0	0	0

## Teacher Evaluations

School site administrators (principal and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated annually in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Evaluation criteria for classroom teachers include:

- Progress of pupils toward established standards
- Instructional techniques and strategies
- Adherence to curricular objectives
- Establishment and maintenance of a suitable learning environment
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties

Evaluation results are shared with the teacher and are forwarded to the school's assistant superintendent for review. All evaluations are confidential and kept in the district's personnel file for that teacher.

Permanent teachers who receive an overall evaluation of unsatisfactory in subject-matter knowledge, teaching strategies, and teaching methods participate in the district's Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

The principal formally evaluates teachers and other staff every year. Teachers at The Preuss School develop a portfolio of work that addresses four areas: planning, instruction, classroom management, and assessment. The Preuss team is the audience for the presentation of the teacher portfolio. The vice chancellor of academic affairs evaluates the principal annually.

Parents or guardians who are concerned about a teacher or administrator may discuss their concerns with the principal. After speaking with the principal, they may call the district Parent Support and Board Services office for assistance.

## Substitute Teachers

The district has a pool of almost 3,000 substitute teachers available for assignment when a classroom teacher is absent. It has an aggressive campaign to hire additional qualified substitutes to ensure that a qualified pool is available to cover all illnesses and absences of teachers attending professional development. This campaign includes an online application process available any time and working with principals to identify members of their school community who qualify to substitute.

We try to place substitute teachers according to their areas of expertise, although by state law credentialed teachers may substitute at any grade level and in any subject.

## Counselors and Other Support Staff (2005)

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

Position	FTE
Counselor	2.0
Librarian	1.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.6
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.4

## Academic Counselors (2005)

District-level counselors are not included in this count. Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

Number of Academic Counselors	Students per Academic Counselor
2.00	383.5

## INSTRUCTION AND CURRICULUM

San Diego City Schools' Office of the Deputy Superintendent organizes all district efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has introduced a series of initiatives directed toward providing all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

### School Instruction and Leadership

Instruction and instructional leadership are at the heart of the district's achievement efforts. Through the Office of the Deputy Superintendent, assistant superintendents train, coach, support, and evaluate principals. Assistant superintendents provide professional development for principals in a variety of ways (for example, monthly instructional conferences, study groups, and frequent school visits to provide coaching for individual principals). The principals, in turn, provide support to teachers at their site through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.

The Preuss School UCSD has a strong instructional program based on a liberal arts curriculum. We offer a focused curriculum designed to ensure that students meet the UC "a-g" admission requirements. Teachers develop curriculum to meet or exceed district and state standards and draw from the most innovative and proven schemes in secondary education. Academic rigor and teaching methods are monitored and enhanced during weekly professional development meetings. The school devotes significant resources in the form of small classes, tutors in each course, an extended school day, and an extended school year, which develop and confirm educational practices for reducing the achievement gap between upper- and lower-socioeconomic groups. In line with our vision, we emphasize how we can best meet the needs of our students by giving close attention to the roles and responsibilities of each constituent group involved in the school. The student is viewed as a researcher in each subject matter, learning the subject not only theoretically but also in direct application. UCSD tutors play an integral part in personalizing each teacher's curriculum to students. The teacher is an active classroom researcher. Parents are partners and learners in their children's learning and achievement. The community and university are partners and supporters in student learning.

The Preuss School's goal is for students to be able to meet specific performance standards by finding and using information through the "Am I CLEAR" approach, which deepens understanding through a framework of inquiry, collaboration, evidence, application, research, and reflection.

Parents have consistently rated the school highly, as evidenced by data from the Western Association of Schools and Colleges report: 97 percent of parents feel welcome at the school, 94 percent feel informed by school/teacher communication, and 93 percent of parents feel the climate is conducive to learning.

### Professional Development

Through the district's educational strategies, the Instruction and Curriculum Division has engaged teachers and administrators in ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, social science, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Each year, principals identify a schoolwide professional development focus, as well as determine areas of individual need. Throughout the year, principals conduct large and small group staff conferences and coach teachers at the school site to improve instructional practice.

Teachers in the district participated in a total of three mandatory staff development days in each of the last four school years. These days focus primarily on school-based professional learning in relation to site needs.

The staff meets weekly to improve curriculum and learn new teaching strategies, especially in the area of literacy. Trainers from the university or teacher experts from our staff present model lessons or strategies learned from workshops, videos, and published material or books. Activities also center on teaching and discussions of lessons and student work. These discussions enable teachers to inquire into best practices and learn from each other, as well as from research in the field. As a result of this cycle of inquiry, curriculum is further refined and developed to meet the needs of the students.

Teachers have embarked on an innovative practice, termed "lesson study," whereby teachers analyze a common lesson, research the best way to present it, and then observe one another as the lesson is taught.

The Preuss School teachers have a contract of 203 days, five of which are staff development days.

### Quality and Currency of Textbooks and Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient textbooks for all students in the subject areas of reading/language arts, science, history/social science, and mathematics. In addition, sufficient materials are provided in world language and health, and equipment is available in science laboratory courses, in Grades 9–12.

In 2004–05, teachers and students in middle level schools continued using recently adopted, standards-based materials in mathematics, history/social science, reading/language arts, and science.

In 2004–05, teachers and students in high schools began using newly adopted, standards-based materials in American Government in World Affairs, Advanced Placement European History, Advanced Placement Macro- and Microeconomics, Advanced Placement English Language and Composition, English Literature, Advanced Placement Calculus, Advanced Geometry, Precalculus, Honors Precalculus, Biology, Honors Chemistry, Japanese, and both Spanish and French 7–8. They continued using recently adopted, standards-based materials in other English, history/social science, science, and mathematics courses.

## Availability of Sufficient Textbooks and Instructional Materials

At a public hearing, the Board of Education annually adopts a resolution certifying that the district has provided each pupil, including English learners, textbooks or instructional materials, or both, to use in class and to take home to complete any required homework assignments. The Board also ensures that these materials are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas. For students enrolled in foreign language or health courses, the district also provides sufficient textbooks and/or instructional materials.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts Mathematics Science History/Social Science Foreign Language Health Science Laboratory Equipment (Grades 9–12)	Every student is provided with sufficient standards-aligned textbooks and/or other instructional materials in reading/language arts, mathematics, science, history/social science, foreign language, and health. The adopted textbooks for these subjects are listed in the following table. Science laboratory equipment is available to students enrolled in laboratory science courses.

## List of Textbooks and Instructional Materials Used in Core Subject Areas (2005)

All textbooks and instructional materials come from state or local board lists.

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
<b>Middle Level School</b>				
English Language Arts	6–8	English 6th–8th	Prentice Hall School Division, Prentice Hall Literature: Timeless Voices. Timeless Themes	2002–03
Health	6–8	Health Education 6th–8th	AGS, Discover: Skills for Life	1991–92
Mathematics	7	Pre-Algebra 7th	Prentice Hall, Pre-Algebra, California Ed.	2002–03
Mathematics	8	Advanced Algebra 1,2	Glencoe, Algebra 1, California Ed.	1998–99
Mathematics	8	Algebra 1–2	McDougal, Littell, Algebra 1	1999–00
Science	6	Science 6th	Holt, HST Earth Science (with Our Dynamic Planet Kits)	2003–04
Science	7	Science 7th	Holt, HST Life Science (with SALI Kits)	2003–04
Science	8	Science 8th	Holt, HST Physical Science (with CIPS Kits)	2003–04
English Lang Dev	6–8	ESL 1–2	Hampton, High Point Level A & The Basics	2003–04
English Lang Dev	6–8	ESL 3–4	Hampton, High Point Level B	2003–04
English Lang Dev	6–8	ESL 5–6	Hampton, High Point Level C	2003–04
World Language	7–8	French 1–2	Glencoe, Bon Voyage 1	2001–02
World Language	8	French 3–4	Glencoe, Bon Voyage 1	2002–03
World Language	7–8	German 1–2	EMC, Deutsch Aktuell 1	2001–02
World Language	8	German 3–4	EMC, Deutsch Aktuell 2	2001–02
World Language	7–8	Japanese 1–2	Cheng & Tsui Co., Adventures in Japanese, Level 1	2004–05
World Language	8	Japanese 3–4	Bess, Nihongo 2	1997–98
World Language	7–8	Spanish 1–2	McDougal, Littell, ¡En Español 1!	2001–02
World Language	8	Spanish 3–4	McDougal, Littell, ¡En Español 2!	2002–03
History/Social Science	6	Social Studies 6th	Macmillan McGraw-Hill, Adventures in Time and Place	2000–01
History/Social Science	7	Social Studies 7th	Houghton Mifflin, Across the Centuries	2000–01
History/Social Science	8	U.S. History 8th	Prentice Hall, America: History of our Nation	2000–01
History/Social Science	8	U.S. History 8th	Addison Wesley, Why We Remember	2000–01
<b>Senior High School</b>				
English Language Arts	9	English 1,2	McDougal, Littell, The Language of Literature, Grade 9	2002–03
English Language Arts	9	English 1,2	McDougal, Littell, Bridges to Literature	2002–03
English Language Arts	10	English 3,4	McDougal, Littell, The Language of Literature, Grade 10	2002–03
English Language Arts	10	English 3,4	McDougal, Littell, Bridges to Literature	2002–03
English Language Arts	10	Advanced English 3,4	McDougal, Littell, The Language of Literature, World Literature	2002–03
English Language Arts	10	Advanced English 3,4	Glencoe, World Literature	2002–03
English Language Arts	11	Advanced & American Literature 1,2	McDougal, Littell, The Language of Literature, American Literature	2003–04
English Language Arts	11–12	World Literature 1,2	McDougal, Littell, The Language of Literature, World Literature	2003–04
English Language Arts	12	English Literature 1,2	Prentice Hall, Timeless Voices, Timeless Themes-The British Tradition	2004–05
Health & Drivers Ed	10–12	Health & Driver Ed 1	Glencoe, Health: Guide to Wellness	1997–98
Health & Drivers Ed	10–12	Health & Driver Ed 1	Glencoe, Responsible Driving	1997–98
Mathematics	8–10	Advanced Geometry 1–2	McDougal, Littell, Geometry: Reasoning, Measuring, Applying	2004–05
Mathematics	8–12	Geometry 1–2	Key Press, Discovering Geometry	2003–04
Mathematics	10–12	Intermediate Algebra 1–2	McDougal, Littell, Algebra 2	1997–98
Mathematics	11–12	Honors Precalculus 1,2	Prentice Hall, Precalculus: Graphical, Numerical, Algebraic, 6th Ed.	2004–05
Mathematics	11–12	Precalculus 1,2	Prentice Hall, Precalculus, 2nd Edition	2004–05
English Lang Dev	9–12	ESL Newcomers 9th–12th	Longman, Word by Word Basic Picture Dictionary	2002–03
English Lang Dev	9–12	ESL 1–2	Hampton, High Point Level A & The Basics	2003–04
English Lang Dev	9–12	ESL 3–4	Hampton, High Point Level B	2003–04
English Lang Dev	9–12	ESL 5–6	Hampton, High Point Level C	2003–04

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
World Language	9–12	French 1–2	Glencoe/McGraw-Hill, Glencoe French 1 Bon Voyage!	2001–02
World Language	9–12	French 3–4	Glencoe/McGraw-Hill, Glencoe French 1 Bon Voyage!	2002–03
World Language	9–12	French 5–6	Glencoe/McGraw-Hill, Glencoe French 2 Bon Voyage!	2003–04
World Language	9–12	French 7–8	Glencoe/McGraw-Hill, Glencoe French 3 Bon Voyage!	2004–05
World Language	9–12	German 1–2	EMC, Deutsch Aktuell 1	2001–02
World Language	9–12	German 3–4	EMC, Deutsch Aktuell 2	2001–02
World Language	9–12	German 5–6	EMC, Deutsch Aktuell 3	2002–03
World Language	9–12	Japanese 1–2	Cheng & Tsui Co., Adventures in Japanese, Level 1	2004–05
World Language	9–12	Japanese 3–4	Bess, Nihongo 2	1997–98
World Language	9–12	Spanish 1–2	McDougal, Littell, ¡En Español 1!	2001–02
World Language	9–12	Spanish 3–4	McDougal, Littell, ¡En Español 2!	2002–03
World Language	9–12	Spanish 5–6	McDougal, Littell, ¡En Español 3!	2003–04
World Language	9–12	Spanish 7–8	Prentice Hall, Conexiones: Comunicación y Cultura, 2nd Edition	2004–05
Science	9–12	Physics 1,2	It's About Time, Active Physics	2001–02
Science	9–12	Advanced Physics 1,2	Thomson, College Physics	1999–00
Science	11–12	Biology 1,2	Kendall Hunt, BSCS Biology: A Human Approach, 2nd Edition	2004–05
Science	11–12	Advanced Biology 1,2	Brooks/Cole, Biology: Concepts and Applications	2000–01
Science	10–12	Chemistry 1–2	Key Press, Living By Chemistry	2003–04
Science	10–12	Chemistry 1–2	Addison Wesley, Chemistry	2003–04
Science	10–12	Honors Chemistry 1–2	Thomson, Chemistry: Principle and Reactions	2004–05
History/Social Science	9–10	World History and Geography 1,2	McDougal, Littell, Modern World History: Patterns of Interaction	2002–03
History/Social Science	9–10	Advanced World History and Geography 1,2	Holt, World History: Continuity & Change	1997–98
History/Social Science	11	U.S. History & Geography	McDougal, Littell, The Americans, Reconstruction to the 21st Century	2002–03
History/Social Science	12	Economics 1	Prentice Hall, Economics: Principles In Action	2003–04
History/Social Science	12	Government 1	Glencoe, United States Government: Democracy in Action	2003–04
History/Social Science	12	Am. Gov't in World Affairs	Prentice Hall, World Politics in the 21st Century	2004–05

Note: Adoptions prior to school year 1999–2000 are "pre-standards" (these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

## Instructional Minutes (2005)

The California Education Code establishes a set number of instructional minutes per year for each grade level. The table below shows the number of instructional minutes offered compared to the state requirement.

Grade Level	Instructional Minutes	
	Offered	Required
6	65,129	54,000
7	65,129	54,000
8	65,129	54,000
9	65,129	64,800
10	65,129	64,800
11	65,129	64,800
12	65,129	64,800

## Minimum Days in School Year

In 2004–05, Preuss School UCSD had 39 minimum or shortened days for students. The extra time on these days was used for staff development, parent conferences, and teacher planning.

## POST-SECONDARY PREPARATION (SECONDARY SCHOOLS)

### Advanced Placement/International Baccalaureate Courses Offered (2005)

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students the opportunity to take the equivalent of college-level courses while still in high school. The table below shows the total number of AP and IB courses and classes offered and student enrollment in those courses, by subject, for the 2004–05 school year. The data for visual and performing arts include both AP art and music.

Subject	Number of AP/IB Courses	Number of Classes	Enrollment
Visual and Performing Arts	1	1	58
Computer Science	0	N/A	N/A
English	2	5	172
Foreign Language	2	2	122
Mathematics	0	N/A	N/A
Science	2	2	71
Social Science	4	11	362

## Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission (2005)

Data reported are the number and percentage of students enrolled in courses required for UC and/or CSU compared to student enrollment in all courses. Students are counted for each course they are enrolled in. As a result, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Enrollment in All Courses (Grades 9–12)	Enrollment in UC/CSU-Required Courses (Grades 9–12)	
	Number	Percentage
3,076	2,217	72.1

## Graduates Who Have Completed Course Requirements for University of California (UC) and/or California State University (CSU) Admission (2004)

Data reported are the number and percentage of graduates in 2004 who completed all courses required for UC and/or CSU admission.

Total Number of Graduates	Graduates Who Completed Course Requirements for UC/CSU Admission	
	Number	Percentage
55	55	100.0

## SAT Reasoning Test

Data reported are the average verbal and mathematics scores for Grade 12 students who took the SAT Reasoning Test. Data are also reported for total Grade 12 enrollment and percent of Grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at [www.cde.ca.gov/ds/sp/ai/](http://www.cde.ca.gov/ds/sp/ai/).

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment		56	75	6,944	6,956	7,336	385,356	395,194	409,576
Percentage of Grade 12 Enrollment Taking Test		105.4	114.7	49.4	50.1	49.5	36.7	35.3	35.9
Average Verbal Score		482	512	494	492	495	494	496	499
Average Math Score		491	510	509	505	505	518	519	521

## College Admission Test Preparation Course Program

All students in Grades 8–11 take the Preliminary Scholastic Assessment Test (PSAT) at the school's expense each October. The SAT Reasoning Test, American College Test (ACT), and SAT Subject Test will be taken at least once by each student in Grades 11 and 12. In 2005–06, 745 AP tests were administered to 347 students in 11 subjects.

## Degree to Which Students Are Prepared to Enter the Workforce

A variety of career technical education (CTE) courses are offered at district high schools. The district's School-to-Career Department oversees these courses, which are designed to provide students with the skills needed to make a successful transition from school to work. These skills are developed through courses in 15 industry sectors tied to economic and workforce trends.

The Counseling and Guidance Department produces High School Graduation Guides for each graduating class, which provide information to students and parents. These guides link information on graduation requirements, the California High School Exit Exam (CAHSEE), the sequence of study for entrance into the University of California and California State University systems, sample schedules, a checklist for college preparation, required testing, and post-high school options. In addition, all seniors will receive college admission and financial aid information folders as a collaborative effort by the Counseling and Guidance Department and the California Student Opportunity and Access Program (Cal-SOAP) to further enhance the post-secondary options of San Diego City Schools students.

Preuss students participate in science research internships at UCSD. All graduating seniors will participate in an internship.

## Enrollment and Program Completion in Career/Technical Education (CTE) Programs (2005)

Data are from the 2004–05 Report of Student Enrollment and Program Completion in Career and Technical Education Programs Conducted by Unified and Union High School Districts, County Offices of Education, Adult Education, and ROCPs (CDE 101 E-1) and have been aggregated at the district level.

CTE Students Total Course Enrollment	Grades 9–12 CTE Students			Grade 12 CTE Students		
	Number of Concentrators*	Number of Completers†	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
11,740	1,418	1,351	95%	898	729	81%

\* A "CTE program concentrator" is a student who has taken at least two CTE courses in a sequence.

† A "CTE program completer" is EITHER a student who has taken two or more CTE courses in a sequence, with one of those courses being a completion course (formally called a capstone), OR one who successfully completes an industry-validated examination. By district definition, such students must also earn a high school diploma before being considered a "completer."

## FISCAL AND EXPENDITURE DATA

### Teacher and Administrative Salaries (Fiscal Year 2003–04)

Data reported are the district average salaries for teachers, principals, and superintendent, compared to the statewide average for districts of the same type and size, as defined by Education Code Section 41409. Data are also reported for teacher and administrative salaries as a percent of the district's budget. Detailed information regarding salaries may be found at the CDE Web site at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/) and [www.cde.ca.gov/ta/ac/sa/salaries0304.asp](http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp).

	District	Statewide Average For Districts of Same Type
Beginning Teacher Salary	\$34,517	\$37,061
Mid-Range Teacher Salary	\$52,449	\$58,294
Highest Teacher Salary	\$70,179	\$72,876
Average Principal Salary (Elementary School Level)	\$95,239	\$94,471
Average Principal Salary (Middle School Level)	\$97,718	\$98,940
Average Principal Salary (High School Level)	\$109,642	\$107,418
Superintendent Salary	\$199,500	\$179,061
Percentage of Budget for Teachers' Salaries	37.8	41.4
Percentage of Budget for Administrative Salaries	4.6	5.1

### District Expenditures (Fiscal Year 2003–04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/).

District		Statewide Average: All Districts in Same Category	Statewide Average: All Districts
Total dollars	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)
\$1,011,344,859	\$8,156	\$6,987	\$6,919

### Types of Services Funded

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.