



# 2010-2011 School Performance Dashboard

College-Ready Academy High School #11  
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## Academic Performance Index / Adequate Yearly Progress

API and AYP measure the academic performance and growth of schools as it moves towards target goals. The API target is 800. AYP has multiple targets for school-wide and subgroup growth.

	2011
Academic Performance Index (API)	625
Adequate Yearly Progress (AYP) Met	No
Program Improvement (PI) School	No
State Rank	Expected 4/2012
Similar School Rank	Expected 4/2012

## Enrollment

Student demographic data provides an overall description of the school's population. Percentages are based on the overall school enrollment in October.

Enrollment			
Total School Enrollment	137	Hispanic	75%
Grade 9	137	Black	25%
Male	47%	White	0%
Female	53%	Asian	0%
Meal Program	93%	Other	0%
		English Only	32%
		English Learners	29%
		Initial Fluent English Proficient	3%
		Reclassified Fluent English Proficient	25%
		Special Education	14%

## California Standards Test (CST)

The CST is one indicator that determines how well students are achieving California's content standards in English, math, science, and history. The state target is for all students to perform at the proficient or advanced level. The percent of students proficient or advanced is reported below.

	2011
<b>English/Language Arts</b>	
Grade 9	24%
<b>Mathematics</b>	
Algebra 1	26%
<b>Science</b>	
Biology	25%

## Attendance

Our schools strive to meet a 95% or higher attendance rate for all students. Consistent attendance is important to maintaining the quality of both our schools and the education of our students. Schools must also meet a designated enrollment rate to maintain the budget.

	2011
Average Daily Attendance	92%
Annual Budgeted Attendance	108%

## California English Language Development Test (CELDT)

Students speaking a home language other than English are annually administered the CELDT. Scores of Advanced or Early Advanced indicate English Learner students are fluent in English and ready for reclassification.

<b>Overall CELDT Performance Level</b>		2011
Advanced		14%
Early Advanced		23%
Intermediate		32%
Early Intermediate		27%
Beginner		4%

## Parent, Student, and Staff Satisfaction

Parents, students, and school staff provide annual feedback about the culture, instruction, aspect and achievement of the school. Principals use this feedback to evolve the school's culture to fit the needs of all people.

	Percent Satisfied
	2011
<b>Parents</b>	
Are Satisfied With the School	90%
Believe the Academic Program is Very Effective	91%
See an Effective College-Bound Culture in the School	89%
<b>Students</b>	
Are Satisfied With the School	80%
Feel Teachers Have High Expectations For All Students	94%
Believe Teachers Use Variety of Materials to Help Students Learn	93%
<b>Staff</b>	
Are Satisfied With the School	92%
Feel Academic Achievement is Very Effective	100%
Believe the College-Bound Culture is Very Effective	75%

## Teacher Information

Principals select teachers knowledgeable in their field to provide students a high quality education. Highly certified teachers ensure an academically rich learning experience for all students. Teachers are selected on a rigorous hiring process that includes a sample teaching lesson as part of the interview process.

	2011
Number of Teachers	7
Percent of Teachers with Clear Credential	14%
Percent of Teachers with Preliminary or Intern Credential	71%
Average Years of Teaching Experience	4
Percent of Teachers Returning Following Year	100%

## Parent Involvement

Parents help improve achievement by supporting their students through volunteer hours, 20 of which must be academically related. Parent conferences help improve communication between parents, teachers, and the school.

	2011
Families Completing 20+ Hours	
Families Completing 40+ Hours	
Families Attending Parent Conferences	