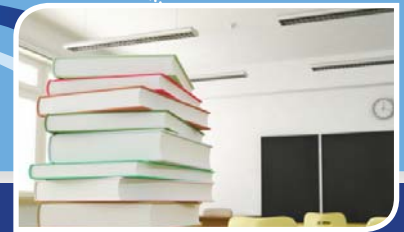


2011-12 School Accountability Report Card — Published During the 2012-13 School Year

601 San Gabriel Avenue Albany, CA 94706
Phone: (510) 559-6570 Fax: (510) 559-6572

GRADES 10-12
www.mac.ausdk12.org



Principal's Message

MacGregor High School, founded in 1982, is a small, dynamic, alternative school that serves a multicultural student population from the tenth through the twelfth grades who are 16 and older. MacGregor offers its students a safe campus, high academic standards and a caring staff. MacGregor's founding goals are to:

- Promote student success through direct intervention in an alternative school environment.
- Deliver education, social and career development services to students based on State, District, and school site goals.
- Create a positive climate with an emphasis on enhancing academic achievement, self-esteem, physical well-being, interpersonal skills and personal goal-setting.

MacGregor is unique in that it pays particular attention to students who have had credit and/or attendance problems, those whose work schedules preclude them from attending the comprehensive high school, and those whose lifestyle and/or personal situation disallows them from fitting into the structure of a large school setting.

MacGregor High School works with each and every student to ensure that he/she has clear, realistic goals for the steps toward, and the completion of, their education. These goals allow for each individual to consider the options available to them. These options include graduating from MacGregor, returning to the comprehensive high school, passing the California High School Proficiency Exam, or passing the GED. Included in preparation for graduation, or one of the other alternatives, is working with each student to make sure that they are ready for entrance into community college, college and/or the work force, independent living plans and emotional/physical wellness.

Our graduating class of 2012 was awarded a certificate of recognition from Cal State East Bay for obtaining over 95% participation in the Early Assessment Program for college readiness skills in language arts. This is an optional portion of the mandatory CST assessment program. Our API for 11-12 was also up 43 points from the previous year.

Mission Statement

To promote student success through direct intervention in an alternative school environment. To create a positive climate with an emphasis on academic achievement, self-esteem, physical well-being and personal goal-setting. To deliver education, social and career development services to students based on State, District and school site goals.

Vision Statement

MacGregor High School works with each and every student to ensure that he/she has clear, realistic goals for the steps toward, and the completion of, their education.

Parental Involvement

Opportunities for parent involvement include the School Site Council, frequent parent-teacher conferences, phone contact, report cards and parent volunteering. We also have a website where parents can post news and other notices. We held a Back-To-School night in September which was moderately attended and was held in our computer lab. At our Site Council meetings, we had a board member in attendance, a teacher rep, two student reps and a parent rep. We will be participating in a parent night in collaboration with Albany High focusing on teen issues in November of 2012 which stems from the events leading up to the suicide of a district teacher following allegations of an improper teacher/student relationship.

For more information on how to become involved, contact Evelyn Aguilar, School Site Council parent representative, at (510) 559-6575.

Albany Unified School District

Marla Stephenson, Superintendent

1501 Monroe Street
Albany, CA 94706
Phone: (510) 558-3750
Fax: (510) 559-6560

www.ausdk12.org

District Mission Statement

The mission of AUSD is to provide excellent public education, empowering all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.



Governing Board

Paul Black, President

Jonathan Knight, Vice-President

Patricia Low, Member

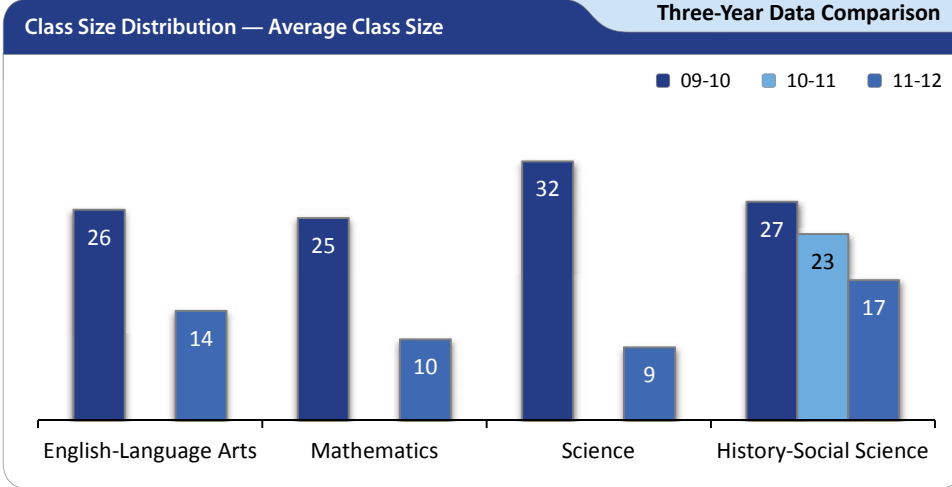
Allan Maris, Member

Ron Rosenbaum, Member



Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

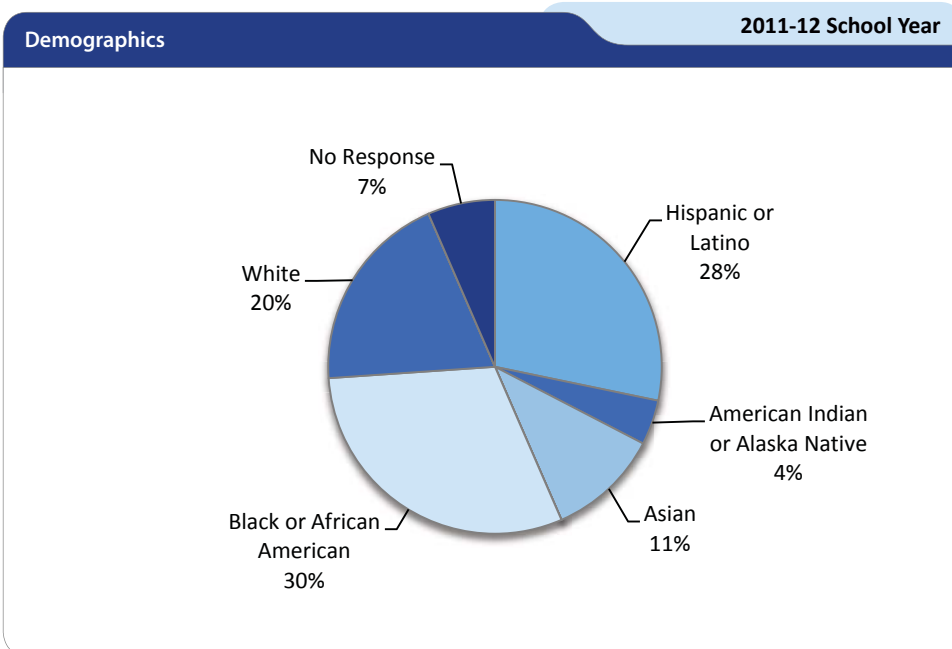


Class Size Distribution — Number of Classrooms by Size **Three-Year Data Comparison**

Subject	09-10			10-11			11-12		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts		2					3	1	
Mathematics		1					2		
Science		1					1		
History-Social Science		2		1			3		

Enrollment and Demographics

The total enrollment at the school was 46 students for the 2011-12 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of September 2012.



School Safety

We maintain a comprehensive school safety plan that meets local and state guidelines. The school safety plan is annually approved by the school board. Practice drills for fire, earthquakes and other emergencies are held with staff and students. Members of our staff have been trained in CPR and crisis prevention-intervention methods. The principal is a member of the district's safety response team.

Emergency supplies are stored on site.

MacGregor enforces all Education Code discipline violations with suspensions and immediate contact with a parent or guardian. A follow up meeting with the student and/or parent is held with the principal upon the student's return.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2011.

District Vision Statement

A safe and supportive learning environment for all promotes student achievement and embraces diversity within our community.

Teachers, support staff, administrators, parents and the community share the responsibility for advancing the school system mission, goals, and promoting learning across the system.

Each student is a valued individual with unique physical, social, and emotional needs.

All students can develop a deep understanding of essential knowledge and skills, apply their learning, produce quality work, think critically, and become contributing members of society.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/26/2012
Date of the Most Recent Completion of the Inspection Form			10/26/2012

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	Replaced broken light diffusers in front hall and room 9 on 11/16/2012.	
Electrical	Repaired exposed wiring near ceiling (low voltage) room 7 on 11/16/2012.	
Restrooms/Fountains	Replaced missing handle on drinking fountain outside room 9 on 11/16/2012.	

School Facilities

MacGregor is now housed directly across from Albany Middle School and two blocks away from Albany High School. There are two general education classrooms, one computer lab and one culinary arts kitchen/classroom. Offices for our academic and mental health counselors are on site. Central heating was installed in all classrooms and offices and the building was recently painted. Plans to build a modest culinary garden have started. The site was built in 1948 and inspected by the health and fire departments with no violations noted.

The safety of students and staff is a primary concern at MacGregor High School.

Continued on sidebar

School Facilities

Continued from left

The school site Safety Plan is updated annually. The key element of the school site safety plan encompasses student safety and evacuation procedures. Fire, earthquake, and lock-down drills are conducted on a regular basis.

To ensure student safety, staff members supervise students at all times before and after school, and during breaks and lunch. Any visitors to the campus are required to check in at the school's office and wear an appropriate identifying badge while visiting the school site.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority to emergency repairs.

There is one custodian that works from 2:30 PM to 5:30 PM Monday through Friday. The principal works with custodial staff members to ensure that the cleaning of the school is maintained to provide a clean and safe school.



Types of Services Funded

In addition to the regular education program (teaching, clerical, custodial and maintenance) academic counseling services, mental health counselors, culinary arts materials are also funded.



Textbooks and Instructional Materials

MacGregor High School uses state and district approved textbooks and other materials for English, math, science and social studies instruction. Purchases this year included additional copies of our science, social studies, math and literary novels to use with the growing number of students. Funds were spent on science lab equipment when we lost access to a lab at Albany Middle School.

Albany Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Textbooks are adopted by the Board of Education after review and selection by staff according to the timelines established by the State of California. All district-adopted textbooks aligned to the State standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

Textbooks and Instructional Materials List			2012-13 School Year
Subject	Textbook	Adopted	
English-Language Arts	Core Novels	various years	
Mathematics	McDougal-Littell, Algebra I, Geometry, and Algebra II	2008	
Science	Prentice Hall - Biology	2007	
History-Social Science	Glencoe McGraw Hill World and US History	2006	
History-Social Science	NTC - Economics	2006	

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2012-13 School Year
		MacGregor HS
Subject	Percent Lacking	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Visual and Performing Arts	◇	
Foreign Language	◇	
Health	◇	
Science Laboratory Equipment	◇	

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data		2012-13 School Year
Data Collection Date	10/2012	

◇ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2012-13 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
MacGregor HS			
	09-10	10-11	11-12
Suspension Rates	0.865	0.449	0.261
Expulsion Rates	0.000	0.020	0.000
Albany USD			
	09-10	10-11	11-12
Suspension Rates	0.060	0.059	0.058
Expulsion Rates	0.001	0.001	0.000

STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Subject	Three-Year Data Comparison											
	Students Scoring at Proficient or Advanced Levels			MacGregor HS			Albany USD			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12			
English-Language Arts	13%	10%	9%	75%	76%	78%	52%	54%	56%			
Mathematics	6%	6%	8%	75%	76%	76%	48%	50%	51%			
Science	❖	❖	❖	74%	73%	75%	54%	57%	60%			
History-Social Science	❖	9%	5%	60%	63%	62%	44%	48%	49%			

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Group	Students Scoring at Proficient or Advanced Levels				Spring 2012 Results			
	English-Language Arts	Mathematics	Science	History-Social Science				
All Students in the District	78%	76%	75%	62%				
All Students at the School	9%	8%	❖	5%				
Male	14%	❖	❖	❖				
Female	❖	❖	❖	❖				
Black or African American	❖	❖	❖	❖				
American Indian or Alaska Native	❖	❖	❖	❖				
Asian	❖	❖	❖	❖				
Filipino	❖	❖	❖	❖				
Hispanic or Latino	❖	❖	❖	❖				
Native Hawaiian or Pacific Islander	❖	❖	❖	❖				
White	❖	❖	❖	❖				
Two or More Races	❖	❖	❖	❖				
Socioeconomically Disadvantaged	❖	❖	❖	❖				
English Learners	❖	❖	❖	❖				
Students with Disabilities	❖	❖	❖	❖				
Students Receiving Migrant Education Services	❖	❖	❖	❖				

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks	Three-Year Data Comparison		
	2009	2010	2011
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2012 Growth API and Three-Year Data Comparison								
	2012 Growth API						MacGregor HS – Actual API Change		
	MacGregor HS		Albany USD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	13	488	2,744	893	4,664,264	788	-33	63	43
Black or African American	4	■	128	743	313,201	710	■	■	■
American Indian or Alaska Native	2	■	12	775	31,606	742	■	■	■
Asian	2	■	787	915	404,670	905	■	■	■
Filipino	0	■	31	876	124,824	869	■	■	■
Hispanic or Latino	3	■	462	829	2,425,230	740	■	■	■
Native Hawaiian or Pacific Islander	0	■	7	■	26,563	775	■	■	■
White	2	■	1,033	926	1,221,860	853	■	■	■
Two or More Races	0	■	279	893	88,428	849	■	■	■
Socioeconomically Disadvantaged	4	■	620	804	2,779,680	737	■	■	■
English Learners	0	■	461	806	1,530,297	716	■	■	■
Students with Disabilities	0	■	290	743	530,935	607	■	■	■

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2011-12 School Year		
	MacGregor HS		Albany USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	**		Yes	
Graduation Rate	▲		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		2012-13 School Year	
	MacGregor HS	Albany USD	
Program Improvement Status	Not In PI	Not In PI	
First Year of Program Improvement	◇	◇	
Year in Program Improvement	◇	◇	
Number of Schools Identified for Program Improvement		2	
Percent of Schools Identified for Program Improvement		33.30%	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.

** The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores.

▲ The school is not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts).

◇ Not applicable.

Professional Development

Professional development for the 2011-12 school year focused on our WASC mid-term visit, a continuation of providing ideas for staff to use technology in their classrooms and the development of our capstone senior project which we call the "Graduation Defense" We started to develop rubrics for student outcomes based on Expected School wide Learning Results (ESLR's) which are tied to our WASC accreditation process and our mission statement.

Another area of focus is the usage of Professional Learning Community (PLC) protocols to examine student academic achievement across the curriculum which took place at our weekly staff meetings.

In addition, sexual harassment in the workplace was also a focus of staff development training session in 11-12 and continued into the 12-13 school year with an emphasized focus on student behavior as it related to sexual harassment.

The counselor and I attended a workshop at UC Berkeley dealing with teen drug use.

As the math teacher, I participated in the Silicon Valley Math Initiative summer workshop which focused on the incoming common core standards and the Smarter Balanced assessment tools coming in the next two years.

For the previous three school years, we had four days each year dedicated to staff and professional development.



Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2011-12 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2012	
Group	MacGregor HS	Albany USD	
All Students	78.8%	95.3%	
Black or African American	81.8%	90.6%	
American Indian or Alaska Native	❖	❖	
Asian	❖	97.5%	
Filipino	❖	❖	
Hispanic or Latino	83.3%	90.6%	
Native Hawaiian or Pacific Islander	❖	❖	
White	84.2%	95.6%	
Two or More Races	❖	91.7%	
Socioeconomically Disadvantaged	❖	98.0%	
English Learners	❖	97.0%	
Students with Disabilities	❖	90.0%	

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	08-09	09-10	10-11	08-09	09-10	10-11
MacGregor HS	⌘	❖	❖	⌘	6.60%	9.80%
Albany USD	⌘	92.26%	87.38%	⌘	6.60%	9.80%
California	⌘	74.72%	76.26%	⌘	16.6%	14.4%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

⌘ The 2008-09 graduation and dropout rates are not displayed because they are based on a different method of calculation and cannot be compared to the data using the new cohort calculation method.



Career Technical Education Programs

MacGregor High School does not have a formal Career Technical Education program but ROP programs are available to students via Albany High School. In its sixth year of existence, the culinary arts program has been expanded to the general high school as an ROP course. The culinary teacher works closely with the ROP liaison to provide grading rubrics and increased academic rigor.

The academic counselor works closely with each student on their Individual Learning Plan for post-secondary planning. We have also started tracking graduate post-secondary placements and our data indicates that around 40% of our graduates go to the workforce, 40% to a two and/ or four-year college, 10% to career tech schools and 10% to the military.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2011-12 Participation	
Number of Pupils Participating in CTE	10
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%

"MacGregor High School works with each and every student to ensure that he/she has clear, realistic goals for the steps toward, and the completion of, their education."

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at www.calstate.edu/admission/admission.shtml. (Outside source)

District CAHSEE Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Students Achieving at Each Performance Levels		2011-12 School Year		
	All Students in the District			
	Not Proficient	Proficient	Advanced	
English-Language Arts	22%	19%	58%	
Mathematics	19%	36%	45%	

California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for MacGregor Continuation High School.

Students Scoring at Proficient or Advanced Levels		Three-Year Data Comparison				
	English-Language Arts			Mathematics		
	09-10	10-11	11-12	09-10	10-11	11-12
MacGregor HS	❖	❖	❖	❖	❖	❖
Albany USD	80%	76%	78%	83%	83%	81%
California	54%	59%	56%	54%	56%	58%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
2010-11 and 2011-12 School Years	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2011-12	41.7%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2010-11	5.6%



Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2011-12 School Year	
Percentage of Students Enrolled in AP Courses	12.2%
Number of AP Courses Offered at the School	1
Number of AP Courses by Subject	
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information	Three-Year Data Comparison			
	Albany USD	MacGregor HS		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	196	3	3	4
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	MacGregor HS		
Teachers	10-11	11-12	12-13
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
MacGregor HS	50.00%	50.00%
All Schools in District	95.31%	4.69%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	95.05%	4.95%

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	0.40
Ratio of Students Per Academic Counselor	115:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.20 *
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	★
Other	FTE
Campus Security	0.50

* Plus Interns.
★ Consult.



Financial Data

The financial data displayed in the SARC is from the 2010-11 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2010-11 Fiscal Year	
	Albany USD	Similar Sized District
Beginning Teacher Salary	\$42,779	\$38,725
Mid-Range Teacher Salary	\$62,305	\$59,717
Highest Teacher Salary	\$83,985	\$77,957
Average Principal Salary (Elementary School)	\$118,206	\$95,363
Average Principal Salary (Middle School)	\$127,232	\$98,545
Average Principal Salary (High School)	\$135,830	\$107,031
Superintendent Salary	\$211,686	\$149,398
Teacher Salaries — Percent of Budget	28%	37%
Administrative Salaries — Percent of Budget	4%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
MacGregor HS	\$10,460	\$57,410
Albany USD	\$4,871	\$65,760
California	\$5,455	\$62,892
School and District — Percent Difference	+53.4%	-14.5%
School and California — Percent Difference	+47.8%	-9.5%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$12,784
Expenditures Per Pupil From Restricted Sources	\$2,324
Expenditures Per Pupil From Unrestricted Sources	\$10,460
Annual Average Teacher Salary	\$57,410



School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Accountability Report Card

PUBLISHED BY: **SIA** School Innovations & Achievement
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