

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015–16 School Year

For Northcoast Preparatory and Performing Arts Academy

Address: 285 Bayside Rd., Arcata, CA 95521 **Phone:** (707) 825-1186
Principal: Dr. Michael Bazemore **Grade Span:** 6-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document, the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information (School Year 2016–17)

| | |
|-----------------------|-------------------------------------|
| District Name | Humboldt County Office of Education |
| Phone Number | (707) 445-7000 |
| Superintendent | Dr. Garry Eagles |
| E-mail Address | superintendent@hcoe.net |
| Web Site | www.humboldt.k12.ca.us |

School Contact Information (School Year 2016–17)

| | |
|--|--|
| School Name | Northcoast Preparatory and Performing Arts Academy |
| Street | 285 Bayside Rd. |
| City, State, Zip | Arcata, CA 95521 |
| Phone Number | (707) 825-1186 |
| Principal | Dr. Michael Bazemore |
| E-mail Address | npacademy@sbcglobal.net |
| Web Site | www.northcoastprep.org |
| County-District-School (CDS) Code | 12-10124-0134163 |

School Description and Mission Statement (School Year 2016–17)

Northcoast Preparatory Academy (NPA), an International Baccalaureate World School chartered through the Humboldt County Office of Education, was founded in 2000 to create a respectful, nurturing, safe, and inspiring learning atmosphere in which academic achievement and responsible citizenship are valued equally. NPA is a small rural open-access charter high school. The school's curriculum is based on confronting primary source documents, critical thinking, opportunities for independent and collaborative investigation in the sciences, national and international travel, musical and dramatic performances, community service, analytical and creative writing, and university-level courses.

The Mission of the Northcoast Preparatory Academy is:

- to provide a rigorous liberal arts curriculum
- to develop breadth of mind and strong analytical and evaluative skills
- to initiate a journey toward lifelong learning, creativity, and social awareness
- to instill an understanding of core elements of our western heritage
- to offer opportunities for individual exploration and inquiry in the arts and sciences
- to support the pursuit of excellence in the performing arts
- to foster and promote international understanding and exchange
- to instill respectful values and a sense of civic duty
- to foster and uphold the highest standards in regard to personal integrity and conduct
- to promote a desire for excellence in one's chosen pursuits
- to encourage responsibility for choices made
- to create an atmosphere conducive to emotional, intellectual, and creative discovery
- to provide opportunities for community involvement and leadership
- to create a caring, responsible, and sustainable community

Student Enrollment by Grade Level (School Year 2015–16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | DPC |
| Grade 1 | n/a |
| Grade 2 | n/a |
| Grade 3 | n/a |
| Grade 4 | n/a |
| Grade 5 | n/a |
| Grade 6 | 23 |
| Grade 7 | 24 |
| Grade 8 | n/a |
| Ungraded Elementary | n/a |
| Grade 9 | 34 |
| Grade 10 | 35 |
| Grade 11 | 37 |
| Grade 12 | 30 |
| Ungraded Secondary | n/a |
| Total Enrollment | 183 |

Student Enrollment by Student Group (School Year 2015–16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2% |
| American Indian or Alaska Native | 5% |
| Asian | 3% |
| Filipino | 1% |
| Hispanic or Latino | 7% |
| Native Hawaiian or Pacific Islander | 4% |
| White | 59% |
| Two or More Races | 9% |
| Socioeconomically Disadvantaged | 31% |
| English Learners | 0% |
| Students with Disabilities | 4% |
| Foster Youth | 2% |

*A. Conditions of Learning***State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2014–15 | School 2015–16 | School 2016–17 | District 2016–17 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 7 | 9 | 10 | DPL |
| Without Full Credential | 0 | 0 | 0 | DPL |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | DPL |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014–15 | 2015–16 | 2016–17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers
(School Year 2015–16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100% | 0% |
| All Schools in District | 100% | 0% |
| High-Poverty Schools in District | 100% | 0% |
| Low-Poverty Schools in District | 100% | 0% |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials
(School Year 2016–17)

Year and month in which the data were collected: June, 2016

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts | Board Approved 6/16 | Yes | 0% |
| Mathematics | Board Approved 6/16 | Yes | 0% |
| Science | Board Approved 6/16 | Yes | 0% |
| History-Social Science | Board Approved 6/16 | Yes | 0% |
| Foreign Language | Board Approved 6/16 | Yes | 0% |
| Health | Board Approved 6/16 | Yes | 0% |
| Visual and Performing Arts | Board Approved 6/16 | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | Board Approved 6/16 | N/A | 0% |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

NPA's facilities are safe and in good condition. Planned improvements include renovation and appointment of a middle school classroom and upgrades to the flooring and furniture in high school classrooms.

School Facility Good Repair Status

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: June, 2016

| System Inspected | Repair Needed and Action Taken or Planned | | | |
|---|---|------|------|--|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

Year and month of the most recent FIT report: June, 2016

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics All Students

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014–15 | 2015–16 | 2014–15 | 2015–16 | 2014–15 | 2015–16 |
| English Language Arts/Literacy (grades 3-8 and 11) | 88% | 88% | 4% | 5% | 44% | 49% |
| Mathematics (grades 3-8 and 11) | 48% | 53% | 2% | 4% | 33% | 37% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015–16)

ELA – Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA – Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA – Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA – Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA – Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA – Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA – Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015–16)**

Mathematics – Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics – Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics – Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics – Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics – Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics – Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics – Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|--------------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013–14 | 2014–15 | 2015–16 | 2013–14 | 2014–15 | 2015–16 | 2013–14 | 2014–15 | 2015–16 |
| Science (grades 5, 8, and 10) | 83% | 83% | 89% | 27% | 12% | DPC | 60% | 56% | 60% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015–16)**

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|--|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | DPC | DPC | DPC | DPC |
| Male | DPC | DPC | DPC | DPC |
| Female | DPC | DPC | DPC | DPC |
| Black or African American | DPC | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC | DPC |
| White | DPC | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC | DPC |
| Students Receiving Migrant Education Services | DPC | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC | DPC |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015–16)

N/A

Career Technical Education Participation (School Year 2015–16)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | DPL |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | DPL |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | DPL |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015–16 Pupils Enrolled in Courses Required for UC/CSU Admission | 100% |
| 2014–15 Graduates Who Completed All Courses Required for UC/CSU Admission | 100% |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015–16)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | DPC | DPC | DPC |
| 7 | 100% | 92% | 88% |
| 9 | 96% | 88% | 82% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016–17)

There are many opportunities for parental involvement at NPA. These are facilitated both by the school itself and by the Parent Council. Opportunities include involvement in classroom activities and special presentations, athletics, theater and music performances, student field trips and international travel, and other supplementary activities sponsored by the Parent Council.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012–13 | 2013–14 | 2014–15 | 2012–13 | 2013–14 | 2014–15 | 2012–13 | 2013–14 | 2014–15 |
| Dropout Rate | 0% | 0% | 0% | 11.7% | 11.3% | DPC | 11.4% | 11.5% | DPC |
| Graduation Rate | 95% | 96% | 100% | 82.7% | DPC | DPC | 80.44% | 80.95% | DPC |

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

| Student Group | School | District | State |
|--|--------|----------|-------|
| All Students | 100% | DPC | DPC |
| Black or African American | DPC | DPC | DPC |
| American Indian or Alaska Native | DPC | DPC | DPC |
| Asian | DPC | DPC | DPC |
| Filipino | DPC | DPC | DPC |
| Hispanic or Latino | DPC | DPC | DPC |
| Native Hawaiian or Pacific Islander | DPC | DPC | DPC |
| White | DPC | DPC | DPC |
| Two or More Races | DPC | DPC | DPC |
| Socioeconomically Disadvantaged | DPC | DPC | DPC |
| English Learners | DPC | DPC | DPC |
| Students with Disabilities | DPC | DPC | DPC |
| Foster Youth | DPC | DPC | DPC |

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013–14 | 2014–15 | 2015–16 | 2013–14 | 2014–15 | 2015–16 | 2013–14 | 2014–15 | 2015–16 |
| Suspensions | 0% | 0% | 1% | DPC | DPC | DPC | DPC | DPC | DPC |
| Expulsions | 0% | 0% | 0% | DPC | DPC | DPC | DPC | DPC | DPC |

School Safety Plan (School Year 2016–17)

The safety of all students at NPA is a first priority. Administration and staff regularly review initiatives for ensuring the safety of students in all areas. Special emphasis is placed on maintaining a classroom and campus environment that is supportive and emotionally safe for all students. NPA has a comprehensive campus safety plan which is distributed to all families and is also available upon request. Please contact NPA's Site Manager Andrew Freeman for further information.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016–17)

| Indicator | School | District |
|--|--------|----------|
| Program Improvement Status | No | DPC |
| First Year of Program Improvement | N/A | DPC |
| Year in Program Improvement | N/A | DPC |
| Number of Schools Currently in Program Improvement | N/A | DPC |
| Percent of Schools Currently in Program Improvement | N/A | DPC |

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2013–14 Number of Classes* | | | Avg. Class Size | 2014–15 Number of Classes* | | | Avg. Class Size | 2015–16 Number of Classes* | | |
|--------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| 1 | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| 2 | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| 3 | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| 4 | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| 5 | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| 6 | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| Other | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2013–14 Number of Classes* | | | Avg. Class Size | 2014–15 Number of Classes* | | | Avg. Class Size | 2015–16 Number of Classes* | | |
|-----------------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 32 | | 4 | | 32 | | 4 | | 32 | | 4 | |
| Mathematics | 18 | 5 | | | 19 | 5 | | | 18 | 5 | | |
| Science | 24 | 3 | 2 | | 23 | 3 | 2 | | 23 | 3 | 2 | |
| Social Science | 28 | 3 | 1 | 1 | 28 | 3 | 1 | 1 | 27 | 3 | 1 | 1 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015–16)

| Title | Number of FTE* | Average Number of Students per Academic Counselor |
|--|----------------|---|
| Academic Counselor | 1.0 | 30 |
| Counselor (Social/Behavioral or Career Development) | .2 | N/A |
| Library Media Teacher (librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | | N/A |
| Psychologist | .2 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | .3 | N/A |
| Other | | N/A |

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014–15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------|---|--|------------------------|
| School Site | \$7,938 | \$1,436 | \$6,692 | \$48,500 |
| District | N/A | N/A | \$5,955 | \$56,465 |
| Percent Difference – School Site and District | N/A | N/A | DPL | 16% |
| State | N/A | N/A | DPC | DPC |
| Percent Difference – School Site and State | N/A | N/A | DPL | DPL |

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015–16)

The International Baccalaureate Diploma Programme is at the center of NPA's academic curriculum. All NPA students participate in the IB Diploma Programme as juniors and seniors. Freshman and sophomore years at the school prepare students for entrance into the IB programme.

38% of NPA's students qualify for Title I. The school offers academic support classes for these students in the areas of English, math, and second language study. The school offers additional college and academic counselling support for Title I eligible students. NPA also has a resource specialist who supports all special needs students at the school.

Teacher and Administrative Salaries (Fiscal Year 2014–15)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | DPC | DPC |
| Mid-Range Teacher Salary | DPC | DPC |
| Highest Teacher Salary | DPC | DPC |
| Average Principal Salary (Elementary) | DPC | DPC |
| Average Principal Salary (Middle) | DPC | DPC |
| Average Principal Salary (High) | DPC | DPC |
| Superintendent Salary | DPC | DPC |
| Percent of Budget for Teacher Salaries | DPC | DPC |
| Percent of Budget for Administrative Salaries | DPC | DPC |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015–16)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---------------------------------|--------------------------------------|--|
| Computer Science | DPC | N/A |
| English | 2 | 51% (100% w/ IB courses included) |
| Fine and Performing Arts | DPC | N/A |
| Foreign Language | DPC | N/A |
| Mathematics | DPC | N/A |
| Science | DPC | N/A |
| Social Science | DPC | N/A |
| All Courses | DPC | DPC |

Note: Cells with N/A values do not require data.

* Where there are student course enrollments of at least one student.

Professional Development

We dedicate 12 days per year to staff development. In addition, all teachers regularly attend the required IB professional development workshops for their subject areas.