

Da Vinci Design

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EXECUTIVE DIRECTOR: Matthew Wunder, Ed.D. **GRADE RANGE:** 9 **SCHEDULE:** Traditional

CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

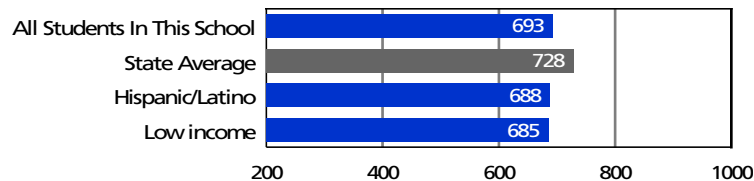
| | |
|--|------------|
| Academic Performance Index | 693 |
| Growth attained from prior year | N/A |
| Met schoolwide growth targets | N/A |
| Met growth targets for all groups of students | N/A |

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 693, compared with 728 for the average high school (shown in gray below). The state expects schools to attain an API of 800 eventually.

We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.

We encourage you to look beyond the API to specific test results in math, English/language arts, social science, and science to better understand how our students are doing.



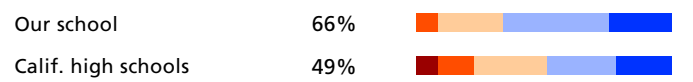
California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

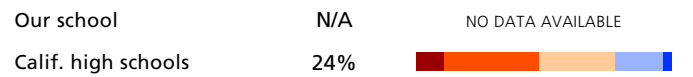
BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT): FAR BELOW BASIC, BELOW BASIC, BASIC, PROFICIENT, ADVANCED

| SUBJECT | PERCENT PROFICIENT OR HIGHER | LOW SCORES | HIGH SCORES |
|---------|------------------------------|------------|-------------|
|---------|------------------------------|------------|-------------|

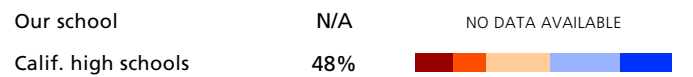
English/Language Arts (Reading and Writing)



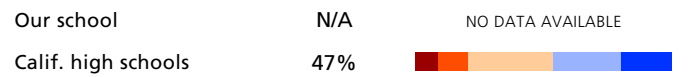
Geometry



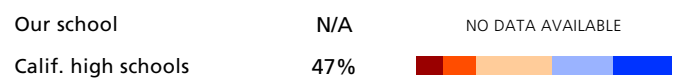
US History



Biology



Life Science (Tenth Grade)



SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent high schools only.

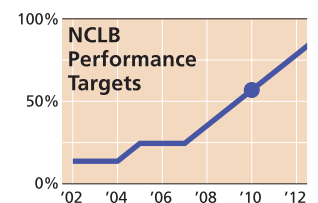
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

| | |
|--|------------|
| Made Adequate Yearly Progress (AYP) in English/language arts and math | No |
| Is the school on the Program Improvement (PI) list? | No |
| Number of AYP targets met | 11* |
| Number of AYP targets school was required to meet | 14* |

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of October 2010. *Please note that this information may change. The California Dept. of Ed. will release final AYP data by December 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.davincischools.org> for more information about this school, including our School Accountability Report Card, or visit us at the school or district office.



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