School Accountability Report Card
Reported for School Year 2006-07
Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information
This section provides the school's contact information.

School		District	
School Name	Gilbert High (Continuation)	**District Name**	Anaheim Union High
Street	501 Crescent Way	**Phone Number**	714-999-3502
City, State, Zip	Anaheim, CA 92801-5401	**Web Site**	auhsd.k12.ca.us
Phone Number	714-999-3605	**Superintendent**	Joseph M. Farley, Ed.D.
Principal	Diane Donnelly/Rick Martens	**E-mail Address**	Farley_j@auhsd.us
E-mail Address	Donnelly_d@auhsd.us	**CDS Code**	30664313032786

School Description and Mission Statement
This section provides information about the school's goals and programs.

Gilbert High School is an accredited continuation high school that serves students in grades 9 through 12 and is located on three separate sites within the district. It is a 15 hour a week self-pacing program designed to assist those students who are often credit deficient or in need of a flexible schedule due to employment, family obligations, and/or other critical needs. Students follow the district adopted curriculum, meet the district graduation requirements and are expected to enroll in ROP job training courses or work experience to complete a full day. Gilbert High School's mission is to provide a safe, caring learning environment. Through literacy and standards-based instructional support and career technical training, students improve their academic, personal and social skills so they may assume a productive and positive role in their community.

Opportunities for Parental Involvement
This section provides information about opportunities for parents to become involved with school activities.

Parents have the opportunity, and are expected, to participate in the at-risk counseling for their child beginning with the first required Parent/Student Orientation meeting. Parenting classes are available throughout the year through the district Parent Involvement Office. Parents receive home calls periodically to inform them of activities or incidents on campus. All parents have access to school counselors and administrators as needed. There is bilingual support on all campuses for parents with language needs. Additionally, all parents are invited to attend School Site Council meetings for alternative education to provide input on school policies and procedures under discussion.

Student Enrollment by Grade Level
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 8	2
Grade 9	63
Grade 10	171
Grade 11	380
Grade 12	446
Total Enrollment	1062

Student Enrollment by Group
This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3 %	White (not Hispanic)	14.97 %
American Indian or Alaska Native	0.47 %	Multiple or No Response	7.16 %
Asian	1.79 %	Socioeconomically Disadvantaged	41 %
Filipino	1 %	English Learners	47 %
Hispanic or Latino	70 %	Students with Disabilities	9 %
Pacific Islander	1.69 %		

Average Class Size and Class Size Distribution (Secondary)
This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	2005-06 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	2006-07 Avg. Class Size	Number of Classrooms 1-22	23-32	33+
English			0		16	5	0		14	65	3	
Mathematics	19.5	2							13	32		
Science									15	25	1	
Social Science	20.3	3			16.4	5			12	38		

II. School Climate

School Safety Plan
This section provides information about the school's comprehensive safety plan.

School Safety Plans are reviewed on an annual basis. Input is gathered from the School Site Council, community resource groups and staff in order to determine any needed changes. The Gilbert HS plan was last presented to staff in January, 2007. Copies are maintained in each administrative office.

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School 2004-05	2005-06	2006-07	District 2004-05	2005-06	2006-07
Suspensions	7.1	1.9	4	13.6	6.1	6
Expulsions	0.6	0.4	0.8	0.5	0.6	0.9

III. School Facilities

School Facility Conditions and Improvements
This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms may be obtained by speaking with the school principal.

Gilbert High School is located on three different campuses. Gilbert South shares the Trident Education Center at 1800 W. Ball Road, Anaheim with Anaheim Adult Education and the Community Day program. Gilbert West is located at 6855 La Palma Avenue, Buena Park and shares the campus with Hope High School for severely handicapped students. Gilbert East is located at 501 Crescent Way, Anaheim in the same building as the District Office. School facility conditions evaluations are conducted annually on all three campuses.

During the Fall of 2007 a thorough analysis of the alternative education facilities resulted in a decision to consolidate the Gilbert-East site into the the Gilbert-West and Gilbert-South sites starting with the 2008-2009 school year. The Adult Education program will be relocated off the Trident Education Center to make the necessary space needed for the Gilbert-East program.

The most recent site inspection was completed at East on April 3, 2008, at West on April 21, 2008 and South on April 24, 2008

School Facility Good Repair Status
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	Gilbert East - Broken duct in library. Work order issued.
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	
Interior Surfaces (walls, floors, and ceilings)	[ ]	[X]	[ ]	Gilbert West - Various rooms have stained ceiling tiles and paint peeling from ceiling. Formica on counter in room 2 is broken. Gilbert East - Various rooms have stained ceiling tiles. Work orders issued.
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	
Structural Damage	[X]	[ ]	[ ]	Gilbert South - By rooms 27-40 trim needs painting.. Exterior by rooms 46-48 exterior needs painting. Work orders issued.
Fire Safety	[X]	[ ]	[ ]	
Electrical (interior and exterior)	[X]	[ ]	[ ]	Gilbert West - Classroom has electrical wire mold hanging loose from ceiling. Work order issued.
Pest/Vermin Infestation	[X]	[ ]	[ ]	Gilbert South-South east corner has termites by rooms 27-40. Work order issued.
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	
Restrooms	[X]	[ ]	[ ]	Gilbert East - Counter laminate is broken in girls restroom. Work order issued.
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	

Overall Summary of School Facility Good Repair Status
This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

IV. Teachers

Professional Development
This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Teachers participate in a variety of district in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Beginning Teacher Support and Assessment (BTSA) program, district workshops, and professional conferences are opportunities for professional development. The district continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student assessment results in order to target instruction to better meet the individual needs of students.

Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All district staff members are supported in their efforts to be considered highly qualified under NCLB.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	51	59	59	1281
Without Full Credential	1	3	1	57
Teaching Outside Subject Area of Competence	0	0	2	N/A

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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners		0	5
Total Teacher Misassignments		2	15
Vacant Teacher Positions		0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.2 %	2.8 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	87 %	13 %
Low-Poverty Schools in District	99.1 %	0.9 %

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	354
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All content subject areas utilize standards-aligned, state and district adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district level through an established curriculum cycle. Teachers are given indepth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language need students and the learning needs students. This information was collected in October 2007.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Per the California Department of Education schedule, all textbooks are replaced every seven years. Reading/Language Arts materials were adopted in 2002-03. There is one textbook available per student. The new selection process will begin during the 2008-2009 school year.	0
Mathematics	Mathematics textbooks were adopted in 2001-02. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. The selection process for new textbooks will be conducted during the 2007-2008 school year.	0
Science	Science textbooks were adopted in 2006-2007. There is one textbook available per student.	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	0
Foreign Language	Foreign language is not offered at Gilbert High School.	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	0
Science Laboratory Equipment (grades 9-12)	At this time, none of the Gilbert campuses have science lab facilities. Plans are in place to offer lab science courses during the 2008-09 school year.	100

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$8,438	$2,365	$6,073	$74,204
District	---	---	$5,135	$70,578
Percent Difference – School Site and District	---	---	18.3%	6.1%
State	---	---	$4,943	$62,833
Percent Difference – School Site and State	---	---	22.9%	18.0%

Types of Services Funded
This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Gilbert High School receives limited federal and State categorical funding. The English Learner students are supplemented with Title III, EIA/LEP, and ELAP funding. Each of these funding sources supports the English acquisition of the English Learner. Title II funding supports the professional development needs of the Gilbert staff including acquiring instructional strategies that benefit the at-risk student. One-time monies, such as CAHSEE funding, supports the school in developing programs that address the needs of those students struggling to pass the state required exam, CAHSEE.

Teacher and Administrative Salaries (Fiscal Year 2005-06)
This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,035	$39,456
Mid-Range Teacher Salary	$78,309	$66,091
Highest Teacher Salary	$89,952	$82,529
Average Principal Salary (Middle)	$111,812	$104,975
Average Principal Salary (High)	$122,889	$116,464
Superintendent Salary	$216,000	$171,138
Percent of Budget for Teacher Salaries	39.5 %	37.4 %
Percent of Budget for Administrative Salaries	4.1 %	5.2 %

VIII. Student Performance

California Standards Tests
The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	**2006**	**2007**	**2005**	**2006**	**2007**	**2005**	**2006**	**2007**
English-Language Arts	10	7	6	38	39	41	40	42	43
Mathematics	11	16	4	34	36	32	38	40	40
Science		6	6	41	39	42	27	35	38
History-Social Science	8	5	5	34	36	36	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	11	*	*	7
American Indian or Alaska Native	*			*
Asian	7	*	*	18
Filipino	*	*	*	*
Hispanic or Latino	4	4	3	3
Pacific Islander	*	*	*	*
White (not Hispanic)	16	*	19	12
Male	4	5	7	8
Female	10	3	4	2
Economically Disadvantaged	5	5	5	3
English Learners	2	2	1	1
Students with Disabilities	4	*	*	8
Students Receiving Migrant Education Services	*		*	

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	28.6	51.0	49.0	4.4	52.2	51.1	13.4	48.3	48.6
Mathematics	7.7	48.4	45.2	8.0	49.8	46.8	11.8	55.5	49.9

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	86.6	10.7	2.7	88.2	10.9	0.9
Male	87.5	8.8	3.8	85.9	12.8	1.3
Female	84.4	15.6	0	93.8	6.2	0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	90.8	6.9	2.3	90.5	8.3	1.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	62.5	31.2	6.2	82.4	17.6	0
English Learners	93.5	4.8	1.6	88.3	11.7	0
Socioeconomically Disadvantaged	88.7	9.7	1.6	87.1	11.3	1.6
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
9	

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	B	B	B
Similar Schools	B	B	B

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	35	141	-75	513
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	31			485
Pacific Islander				
White (not Hispanic)				589
Socioeconomically Disadvantaged	33			491
English Learners	N/A			463
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	Yes
API	No	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	23.8

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate
This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	3.5	1.3	1.8	1	0	0	3	3	4
Graduation Rate	95	96.4	98.9	95	96	99	85	85	83

Completion of High School Graduation Requirements
Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. *Note: "N/A" means that the student group is not numerically significant.*

Group	Graduating Class of 2007		
	School	District	State
All Students			N/A
African American			N/A
American Indian or Alaska Native			N/A
Asian			N/A
Filipino			N/A
Hispanic or Latino			N/A
Pacific Islander			N/A
White (not Hispanic)			N/A
Socioeconomically Disadvantaged			N/A
English Learners			N/A
Students with Disabilities			N/A

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	7 Students
Percent of pupils completing a CTE program and earning a high school diploma	14%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	54.5
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		