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School Accountability Report Card
Reported for School Year 2005-06
Published During 2006-07

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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	Savanna High	District Name	Anaheim Union High
Street	301 North Gilbert	Phone Number	714-999-3502
City, State, Zip	Anaheim, CA 92801-5018	Web Site	Auhsd.k12.ca.us
Phone Number	714-220-4262	Superintendent	Joseph M. Farley, Ed.D.
Principal	Marsha Wagner	E-mail Address	Farley_j@auhsd.us
E-mail Address	Wagner_m@auhsd.us	---	---

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

The mission of Savanna High School is to develop productive members of society who actively pursue the fulfillment of their potential. Our students will demonstrate competence in academic, personal, occupational, and citizenship skills. We will strive to prepare our students for lifelong learning, working and contributing to our community, the state, nation and the world.

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

Savanna High School offers a family friendly school environment. Parents are encouraged to participate in the PTSA, attend College Nights which are hosted by the counselors, participate in Student Success Team meetings, and attend parent workshops. During the 2006-2007 school year, the Parent Institute for Quality Education sponsored by CSU Fullerton was held at Savanna. Upon completing the program, parents have guaranteed admission for their students to CSU Fullerton if the students complete all requirements.

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 Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	635
Grade 3	0	Grade 10	597
Grade 4	0	Grade 11	508
Grade 5	0	Grade 12	452
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2192

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	5.6	White (not Hispanic)	25.2
American Indian or Alaska Native	0.5	Multiple or No Response	0.0
Asian	8.1	Socioeconomically Disadvantaged	46.9
Filipino	5.0	English Learners	24.0
Hispanic or Latino	53.9	Students with Disabilities	13.0
Pacific Islander	1.8	---	---

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	2003-04 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	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+
English	28.1	22	12	19	30.6	12	8	24	31.6	13	7	26
Mathematics	34.2	2	9	31	30.3	4	20	15	31.1	5	13	19
Science	32.4	1	16	18	35.2		6	24	33.3		9	20
Social Science	36.3	1	4	31	38.5	1	1	33	36.4	2	3	29

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. The Savanna High School plan was last updated in January, 2005 in a workshop directed by Dr. Helen Taylor. The plan was discussed by site staff in September/October, 2005.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

There are many programs at Savanna High School that promote a positive environment. Some of these opportunities are: GATE, Advanced Placement/Honors classes, Character Counts!, AVID, Puente, Renaissance Scholar Program, Red ribbon Week, Gang Awareness, Great American Smokeout, Positive After school Activities, PAL, advanced computer and art classes, Safe/Sober Graduation and Conflict Resolution.

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 2003-04	2004-05	2005-06	District 2003-04	2004-05	2005-06
Suspensions	5%	9%	0.13%	12%	15%	0.17%
Expulsions	.4%	.4%	0.002%	.6%	.6%	0.007%

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.

Savanna High School opened in 1961 in what was then a suburban neighborhood consisting of mostly newly constructed single-family homes. Savanna is one of nine comprehensive high school in the AUHSD, serving West Anaheim, parts of Buena Park, and some unincorporated areas of Orange Count. The 41.8 acre site includes 57 regular classrooms plus 21 portable classroom buildings. There are 19 labs which are designed for specific programs (i.e. computer labs, science labs, choral music room, etc.) The site also includes an auditorium, a cafeteria, a library, a gym and pool facility, and a variety of sports fields.

Maintenance and repair: Site and district maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning process and schedule: The district has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors and painting takes place during times when students are not in class. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

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	Facility in Good Repair	Repair Needed and Action Taken or Planned
Gas Leaks	[X]	
Mechanical Systems	[X]	
Windows/Doors/Gates (interior and exterior)	[X]	
Interior Surfaces (walls, floors, and ceilings)	[ ]	Missing or water damaged ceiling tiles in several rooms. Torn carpet or damaged floor tiles in several rooms. Work orders issued.
Hazardous Materials (interior and exterior)	[X]	
Structural Damage	[ ]	Wood rot on building exterior in several locations. Work orders issued.
Fire Safety	[ ]	Missing fire extinguisher in Rm. 33. Work order issued.
Electrical (interior and exterior)	[X]	
Pest/Vermin Infestation	[X]	
Drinking Fountains (inside and outside)	[ ]	Low water pressure to drinking fountains in various locations. Work orders issued.
Restrooms	[ ]	Missing faucet handle and soap dispencer. Work orders issued.
Sewer	[X]	
Playground/School Grounds	[X]	
Other	[ ]	

IV. Teachers

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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	68	68	66	1271
Without Full Credential	3	1	0	53
Teaching Outside Subject Area of Competence	0	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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	---		0
Total Teacher Misassignments	---		25
Vacant Teacher Positions	---		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	91.0	9.0
All Schools in District	85.0	15.0
High-Poverty Schools in District	84.0	16.0
Low-Poverty Schools in District	84.0	16.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The Human Resources Department of the AUHSD uses thorough screening/hiring practices to maintain a qualified pool of substitute teachers. When a teacher is absent, substitutes use prepared lessons to ensure ongoing instruction for students. Teacher requests for preferred substitutes are honored whenever possible. Teachers are expected to leave detailed lesson plans for substituting teachers, and substitutes are required to leave information regarding the day and the progress made on the lesson plan.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are evaluated on a regular basis in accordance with the California Education Code and pursuant to the contract between the District and the Anaheim Secondary Teachers Association. Tenured teachers are evaluated once every two years. Temporary and probationary teachers are evaluated once each year.

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	3.0	730.7
Library Media Teacher (Librarian)	1.0	--
Library Media Services Staff (paraprofessional)		--
Psychologist		--
Social Worker		--
Nurse		--
Speech/Language/Hearing Specialist		--
Resource Specialist (non-teaching)		--
Other		--

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.

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 2003-04. There is one textbook available per student.	0
Mathematics	Mathematics textbooks were adopted in 2002-03. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	0
Science	Science textbooks were adopted in 2001-02. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2006-07.	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 textbooks were adopted in 2003-04. There is one textbook available per student.	0
Health	Health textbooks were adopted in 2003-04. There is one textbook available per student.	0
Science Laboratory Equipment (grades 9-12)	All science labs at Savanna High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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	$7387	$2627	$4759	$66,348
District	---	---	$4763	$67,329
Percent Difference – School Site and District	---	---	-0.1%	-1.5%
State	---	---	$4,743	$60,037
Percent Difference – School Site and State	---	---	+0.3%	+10.5%

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.

Savanna High School receives supplemental funding through Title II, Title III, Title V, The School Library Block Grant, and through GATE. The Title II funds are used to provide teaching staff professional development in educational practices to best serve our students. The Title III, Title V funds provide additional educational opportunities and interventions to students who are are at risk of falling below grade level. The School Library Block Grant provides additional educational opportunities to students and provides recourses to the library. GATE funds provide enrichment opportunities to honors or advanced students.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

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/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,986	$37,671
Mid-Range Teacher Salary	$74,580	$63,121
Highest Teacher Salary	$85,668	$78,630
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$109,312	$101,801
Average Principal Salary (High)	$117,392	$111,909
Superintendent Salary	$180,350	$163,061
Percent of Budget for Teacher Salaries	40.5	37.8
Percent of Budget for Administrative Salaries	4.2	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, 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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	27	37	40	32	38	39	36	40	42
Mathematics	18	21	27	29	34	36	34	38	40
Science	28	32	37	36	41	39	25	27	35
History-Social Science	28	39	39	29	34	36	29	32	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	34	23	27	33
American Indian or Alaska Native	*	*	*	*
Asian	61	38	60	60
Filipino	62	39	43	51
Hispanic or Latino	32	24	27	32
Pacific Islander	47	28	50	67
White (not Hispanic)	53	31	51	44
Male	40	33	39	46
Female	42	24	36	32
Economically Disadvantaged	35	28	29	33
English Learners	11	21	9	14
Students with Disabilities	16	31	14	5
Students Receiving Migrant Education Services	9	*	*	*

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	49			43	41	41	43	41	42
Mathematics	46			49	48	48	51	52	53

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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
9	17.8

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	2003-04	2004-05	2005-06
Statewide	4	3	4
Similar Schools	3	2	4

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
	2003-04	2004-05	2005-06	2006
All Students at the School	8	48	1	666
African American				
American Indian or Alaska Native				
Asian	-3	79	15	795
Filipino				
Hispanic or Latino	30	46	-4	617
Pacific Islander				
White (not Hispanic)	0	31	19	711
Socioeconomically Disadvantaged	9	60	-13	622
English Learners	--	--	-9	591
Students with Disabilities	--	--	0	436

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Savanna High School does not participate in any state award or intervention programs.

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	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	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	---	5
Percent of Schools Currently in Program Improvement	---	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 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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.5	0.2	0.1	0.5	0.5	0.3	3.2	3.3	3.1
Graduation Rate	97.2	98.8	99.2	94.9	95.0	96.4	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2005-06 school year in the 12th grade, this table displays by student group the percent of students 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 2006		
	School	District	State
All Students	87.6	77.5	Not Available
African American	NA	77.0	
American Indian or Alaska Native	NA	NA	
Asian	NA	93.7	
Filipino	NA	88.8	
Hispanic or Latino	85.2	69.8	
Pacific Islander	NA	NA	
White (not Hispanic)	89.5	83.9	
Socioeconomically Disadvantaged	79.5	70.5	
English Learners	78.5	63.8	
Students with Disabilities	NA	69.4	

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

All 9th grade students take a semester information and technology course. Additionally, two Business Department career pathways, two HECT Department career pathways and two ITE Department career pathways are available. ROP automotive, auto body repair, child development, legal and law, and merchandising classes are also available.

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	1270 Students
Percent of pupils completing a CTE program and earning a high school diploma	16
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	93

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	Courses Required for UC/CSU Admission
Number of Students Enrolled in Courses	54.4
Percent of Graduates Who Completed All Courses	25.1

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		---
English	2	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics		---
Science	3	---
Social Science	1	---
All courses	7	3.5

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

A SAT preparation class was offered for Savanna students by the PTSA.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ds/sp/ai/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	28.8	27.3	29.6
Average Verbal Score	442	444	456
Average Math Score	498	486	481
Average Writing Score	---	---	453

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

All students are placed in the best possible learning situation within the resources of the district. To accomplish this, instruction at each grade level is based on the Board adopted, grade level standards. These district content and performance standards reflect the state guidelines in each content area. Instruction is also adapted to accommodate the varying interests and growth patterns of individual students and includes strategies for addressing academic deficiencies when needed. Student should be placed where a reasonable prognosis of success can be expected. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards and benchmarks of expected student learning achievement. It is the role of the site administrator to monitor instruction and student academic achievement. At Savanna High School the current administrative team of one principal and three assistant principals work very hard at this responsibility. This team is evaluated annually by district administrative staff.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. Teachers selected professional development areas to work in and meet in those areas several times over the course of the school year. 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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	65,058	64,800
10	65,058	64,800
11	65,058	64,800
12	65,058	64,800

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Savanna High School staff members have scheduled six minimum days and four late start days for this school year. A minimum day includes 240 minutes of instruction. The late start days include 307 instructional minutes. The regular school day at Savanna High School includes 367 instructional minutes.