

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	Satellite Academy High School							
District:	2	DBN:	02M570	School BEDS Code:	310200011570			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08*	
Pre-K	0	0	0		67.9	69.4		
Kindergarten	0	0	0	Student Stability - % of Enrollment:				
Grade 1	0	0	0	(As of June 30)	2005-06	2006-07	2007-08	
Grade 2	0	0	0		68.9	72.6	73.3	
Grade 3	0	0	0	Poverty Rate - % of Enrollment:				
Grade 4	0	0	0	(As of October 31)	2005-06	2006-07	2007-08	
Grade 5	0	0	0		78.1	77.2	68.0	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	(As of June 30)	2005-06	2006-07	2007-08	
Grade 8	0	0	0		5	5	6	
Grade 9	331	280	245	Recent Immigrants - Total Number:				
Grade 10	271	297	339	(As of October 31)	2005-06	2006-07	2007-08	
Grade 11	241	208	284		0	0	3	
Grade 12	92	76	91	Special Education Enrollment:				
Ungraded	0	0	0	(As of October 31)	2005-06	2006-07	2007-08	
Total	935	861	959		0	0	3	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08	
# in Self-Contained Classes	0	0	3	Principal Suspensions	0	0	0	
# in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	0	0	2	
Number all others	0	0	42	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2005-06	2006-07	2007-08	
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0	
(BESIS Survey)	2005-06	2006-07	2007-08	Early College HS Program Participants	0	0	0	
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:				
# in Dual Lang. Programs	0	0	0	(As of October 31)	2005-06	2006-07	2007-08	
# receiving ESL services only	15	16	23	Number of Teachers	0	0	55	

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# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	0	0	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	N/A	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	410	399	403	% fully licensed & permanently assigned to this school	0.0	0.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	63.6
				% more than 5 years teaching anywhere	0.0	0.0	50.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	0.0	0.0	89.0
(As of October 31)	2005-06	2006-07	2007-08	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	0.0	0.0	91.4
American Indian or Alaska Native	0.4	0.0	0.2				
Black or African American	38.8	39.7	40.7				
Hispanic or Latino	54.1	54.1	53.1				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	2.7	2.5				
White	4.4	3.5	3.6				
Male	47.1	46.6	47.2				
Female	52.9	53.4	52.8				
2008-09 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	No	If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

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Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			Restructuring Y 1
Math:				Math:			
Science:				Graduation Rate:			IGS

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					X		X
Ethnicity							
American Indian or Alaska Native					-		
Black or African American					X		
Hispanic or Latino					X		
Asian or Native Hawaiian/Other Pacific Islander					-		
White					-		
Other Groups							
Students with Disabilities					-		
Limited English Proficient					-		
Economically Disadvantaged					X		
Student groups making AYP in each subject							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade:		Overall Evaluation:	W
Overall Score:		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment:		Quality Statement 2: Plan and Set Goals	W
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:		Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	W
Student Progress:			
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding

* = For 2006-07 & 2007-08, the PAR Attendance Rate is listed for District 75 schools; and the Progress Report Attendance Rate(s) is listed for all other schools. If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.