Allan F. Daily Continuation High School

School Accountability Report Card, 2006–2007

Glendale Unified School District

An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

Allan F. Daily Continuation High School

School Accountability Report Card, 2006–2007
Glendale Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average continuation high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the **California Department of Education Web site**. Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

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Glendale, CA 91206
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Principal's Message

As the only continuation high school in the Glendale Unified School District, Allan F. Daily High School offers students who are most at risk of not graduating and in danger of dropping out of school an opportunity to earn a diploma and acquire the academic and life skills needed to become productive members of society. The small size of our school and of the classes makes it possible to customize the academics and to create a caring and supportive environment in which students can thrive. Our core values of ethics, honor, and knowledge guide our efforts and are embedded not only in what we teach, but what we do everyday. We have created an atmosphere where no student is invisible and where all adults collaborate to optimize learning.

Our staff works hard to increase expectations for student work. Our students are producing more research papers, literary writings, projects, and presentations of higher quality than ever before. In 2006–2007, the Daily staff chose writing as our schoolwide goal of academic focus. As evidenced by increased expectations, our school's Academic Performance Index (API) in the last five years has increased from 398 to 677. We are, indeed, proud of our efforts, programs, and students.

Sherry Stockhamer, PRINCIPAL

Grade range and calendar
10-12
TRADITIONAL

Academic Performance Index
677
County Average: 530
State Average: 537

Student enrollment
235
County Average: 177
State Average: 138

Teachers
20
County Average: 8
State Average: 7

Students per teacher
12
County Average: 21
State Average: 19

Students per computer
3
County Average: 3
State Average: 3

Major Achievements

- Our emphasis on a standards-based curriculum and our focus on literacy and writing skills have resulted in an increase of 110 points in our API. We have raised the bar and have seen our students rise to the challenge. We have also seen an increase in the number of students who achieve their goal of attaining a high school diploma.
- We are also very proud of the art projects our students have undertaken and completed. Working with Mural Environments, Inc., our students in the design classes completed work on a mural depicting Daily's mascot, a dragon, on one of our school walls. The design class has also completed work on one of the walls in the district office cafeteria.

Focus for Improvement

Daily High School will focus on three major areas of improvement for the 2007–2008 school year. The first two goals are to continue to improve student achievement in the areas of literacy and writing. We will continue to use Read 180, an intensive and prescriptive reading program designed to differentiate and customize instruction for students reading below grade-level. We will also continue to focus on writing skills in an effort to increase the percentage of all students scoring 3 or higher on the schoolwide writing prompts by ten percent. Our third goal is to provide students with information, guidance, and preparation for successful transitioning into college or the work force.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school's API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Daily's API was 677 (out of 1000). This is an increase of 110 points compared to last year's API. About 91 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report. Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 567.

CALIFORNIA
API
ACADEMIC PERFORMANCE INDEX

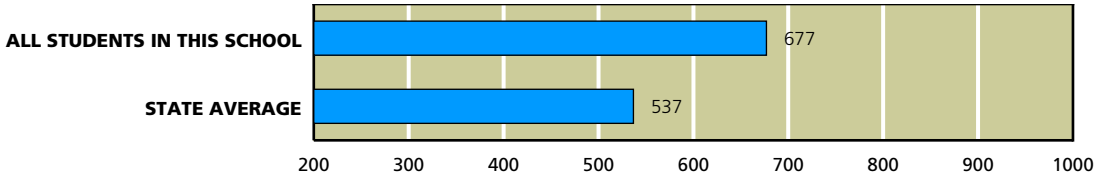
Met schoolwide growth target	**N/A**
Met growth target for prior school year	**N/A**
API score	**677**
Growth attained from prior year	**+110**
Met subgroup* growth targets	**N/A**
Underperforming school	**No**

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

API, Spring 2007



SOURCE: API based on spring 2007 test cycle. State average represents continuation high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all six criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE): 22.3 percent on the English/language arts test and 20.9 percent on the math test. All significant ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2006 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL **AYP** ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**N/A**
Met subgroup* test score goals	**N/A**
Met schoolwide API for AYP	**Yes**
Met graduation rate	**Yes**
Program Improvement School in 2007	**No**

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students' test results in the 2006–2007 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● **MET GOAL** ● **DID NOT MEET GOAL** — **NOT ENOUGH STUDENTS**

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 22.3% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 20.9% ATTAIN PROFICIENCY ON THE CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●

SOURCE: AYP release of March 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average continuation high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

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

TESTED SUBJECT	2006–2007 LOW SCORES	2006–2007 HIGH SCORES	2005–2006 LOW SCORES	2005–2006 HIGH SCORES	2004–2005 LOW SCORES	2004–2005 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher	9%		5%		6%	
Average continuation high school Percent Proficient or higher	7%		7%		8%	
GEOMETRY						
Our school Percent Proficient or higher	5%		NO DATA AVAILABLE N/A		0%	
Average continuation high school Percent Proficient or higher	1%		2%		3%	
US HISTORY						
Our school Percent Proficient or higher	NO DATA AVAILABLE N/A		3%		5%	
Average continuation high school Percent Proficient or higher	5%		5%		6%	
BIOLOGY						
Our school Percent Proficient or higher	7%		7%		5%	
Average continuation high school Percent Proficient or higher	6%		5%		3%	
SCIENCE						
Our school Percent Proficient or higher	NO DATA AVAILABLE N/A		17%		NO DATA AVAILABLE N/A	
Average continuation high school Percent Proficient or higher	6%		4%		NO DATA AVAILABLE N/A	

SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents continuation high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help understanding how to **compare test scores**.

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we've selected biology (an elective) and the tenth grade life science test. For math, we've selected two courses, both of them electives: Algebra I, which students take if they haven't studied and passed it in eighth grade; and Geometry, often the most popular math course because it follows Algebra I. In social studies, we've selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		9%	91%	**SCHOOLWIDE AVERAGE:** About two percent more students at our school scored Proficient or Advanced than at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY		7%	89%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA		7%	91%	

Subgroup Test Scores

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

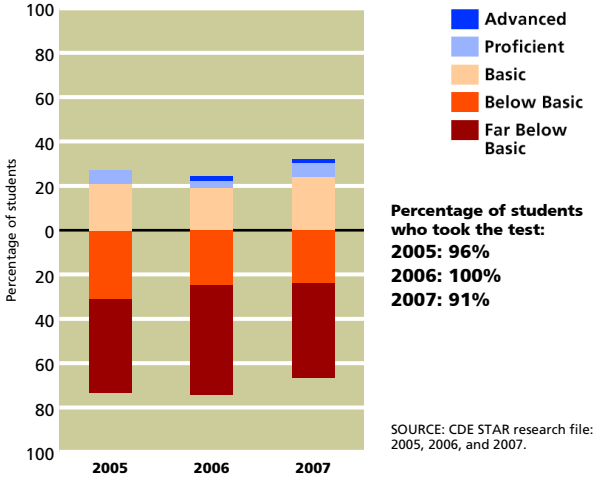
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		7%	114	**GENDER:** About seven percent more girls than boys at our school scored Proficient or Advanced.
Girls		14%	64	
English proficient		12%	138	**ENGLISH PROFICIENCY:** English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners		0%	40	
Low income		6%	94	**INCOME:** About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		14%	82	
Learning disabled	NO DATA AVAILABLE	N/A	12	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		10%	166	
Hispanic/Latino		9%	78	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		8%	87	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent continuation high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

Algebra I

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		13%	39%	**SCHOOLWIDE AVERAGE:** About ten percent more students at our school scored Proficient or Advanced than at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY		2%	37%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA		3%	39%	

Subgroup Test Scores

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

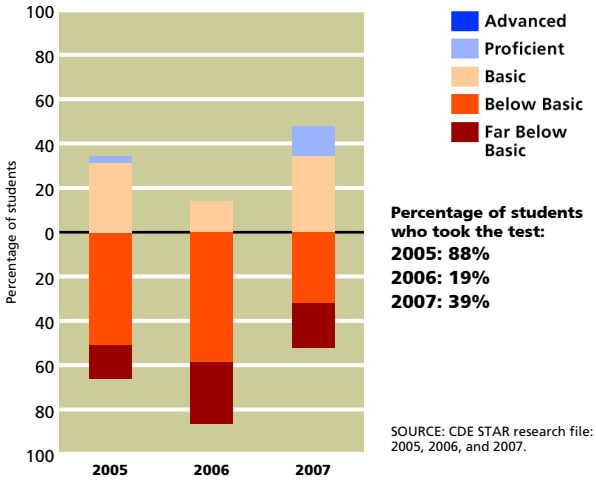
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		13%	47	**GENDER:** The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE	N/S	29	
English proficient		15%	62	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English learners tested was too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE	N/S	14	
Low income		10%	41	**INCOME:** About seven percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		17%	35	
Learning disabled	NO DATA AVAILABLE	N/A	6	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		14%	70	
Hispanic/Latino		9%	35	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other		11%	35	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent continuation high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 39 percent of our students took the algebra CST, compared to 39 percent of all continuation high school students statewide. To read more about the **math standards for grades eight through twelve**, as well as the California standards for **algebra**, visit the CDE's Web site.

Three-Year Trend: Algebra I



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

Geometry

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			5%	11%	**SCHOOLWIDE AVERAGE:** About four percent more students at our school scored Proficient or Advanced than at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			1%	11%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			1%	10%	

Subgroup Test Scores

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	16	**GENDER:** The number of girls who took this test is too small to be counted in this analysis.
Girls	NO DATA AVAILABLE		N/A	5	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	18	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	3	
Low income	NO DATA AVAILABLE		N/A	9	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	12	
Learning disabled	NO DATA AVAILABLE		N/A	2	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	19	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	11	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

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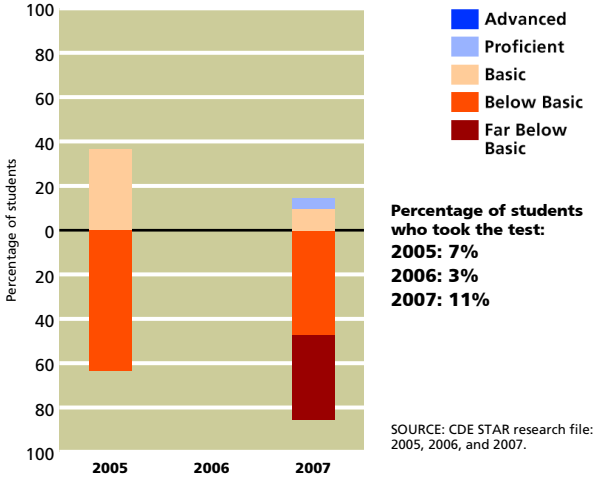
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 11 percent of our students took the geometry CST, compared to ten percent of all continuation high school students statewide. To read more about the **math standards for all grades**, as well as the California standards for **geometry**, visit the CDE's Web site.

Three-Year Trend: Geometry



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

US History

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	4%	**SCHOOLWIDE AVERAGE:** Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY			5%	84%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA			5%	86%	

Subgroup Test Scores

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

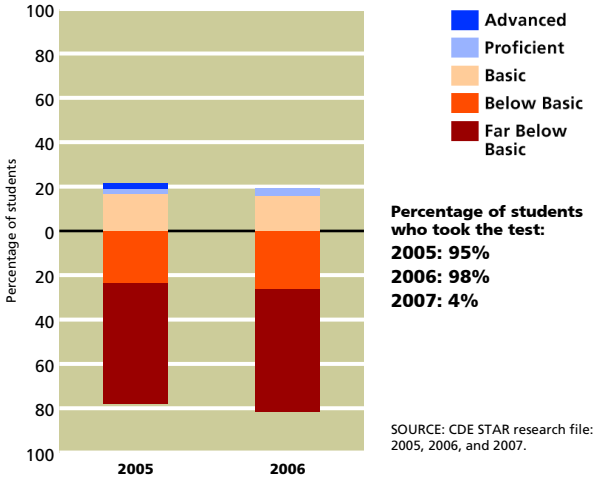
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	5	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	4	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	1	
Low income	NO DATA AVAILABLE		N/A	4	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	1	
Learning disabled	NO DATA AVAILABLE		N/A	1	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	4	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent continuation high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the eleventh grade **US history standards**, visit the CDE's Web site.

Three-Year Trend: US History



Percentage of students who took the test:
2005: 95%
2006: 98%
2007: 4%

SOURCE: CDE STAR research file: 2005, 2006, and 2007.

Biology

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		7%	30%	**SCHOOLWIDE AVERAGE:** About one percent more students at our school scored Proficient or Advanced than at the average continuation high school in California.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY		4%	19%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA		6%	24%	

Subgroup Test Scores

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

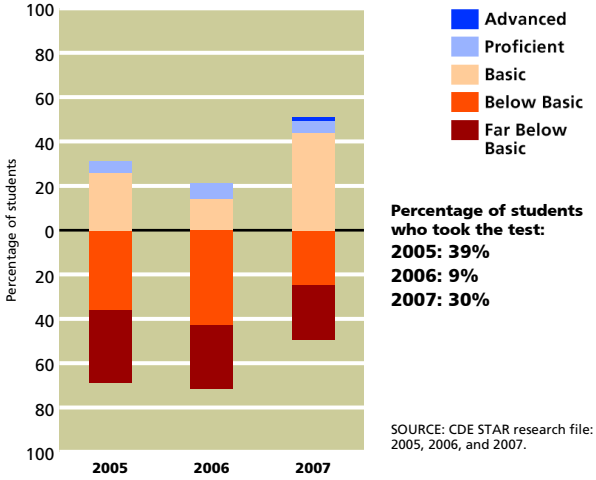
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		10%	41	**GENDER:** The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE	N/S	18	
English proficient		8%	51	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE	N/A	8	
Low income		3%	31	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE	N/S	28	
Learning disabled	NO DATA AVAILABLE	N/A	5	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		8%	54	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE	N/S	26	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	27	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent continuation high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 30 percent of our students took the biology CST, compared to 24 percent of all continuation high school students statewide. To read more about the California standards for **biology/life sciences**, **physics**, **chemistry**, and **earth sciences**, visit the CDE's Web site.

Three-Year Trend: Biology



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

Science

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE	N/A	N/A	**SCHOOLWIDE AVERAGE:** Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE CONTINUATION HIGH SCHOOL IN THE COUNTY		6%	73%	
AVERAGE CONTINUATION HIGH SCHOOL IN CALIFORNIA		6%	82%	

Subgroup Test Scores

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

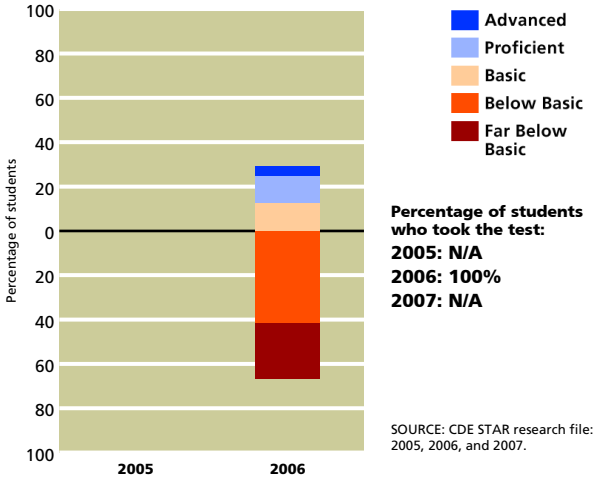
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE	N/A	N/A	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE	N/A	N/A	
English proficient	NO DATA AVAILABLE	N/A	N/A	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE	N/A	N/A	
Low income	NO DATA AVAILABLE	N/A	N/A	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE	N/A	N/A	
Learning disabled	NO DATA AVAILABLE	N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE	N/A	N/A	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent continuation high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

This was the second year that mandatory life science for tenth graders was included in the California Standards Tests. As a result, we have only two years of trend data to present. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **science standards** on the CDE's Web site and find more information about the standards for **chemistry**, **earth science**, and **physics**. Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Two-Year Trend: Science



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

Other Measures of Student Achievement

We use many means to assess student progress, including quizzes, tests and final exams, research papers, essays, multimedia projects, oral exams or presentations, and teacher observation. We also analyze STAR (Standardized Testing and Reporting) test results to get a complete picture of student achievement and the quality of instruction.

PREPARATION FOR COLLEGE AND THE WORKFORCE

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	2%	1%	1%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	N/A	472	493
SAT math	Average score of juniors and seniors who took the SAT math test	N/A	492	513
SAT writing	Average score of juniors and seniors who took the SAT writing test	N/A	474	491

SOURCE: SAT test data provided by the College Board for the 2005–2006 school year. County and state averages represent continuation high schools only.

In the 2006–2007 academic year, two percent of Daily students took the SAT, compared to one percent of continuation high school students in California.

The College Board did not report Daily's SAT scores.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	0%	3%	3%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	0%	0%	0%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	0%	0%	0%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	40%	23%	22%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2006. Enrollment in UC/CSU qualifying courses comes from the Professional Assignment Information Form report of October 2006. County and state averages represent continuation high schools only.

In the 2005–2006 school year, zero percent of Daily's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared to three percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the **California State University** system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU's official Web site. The **University of California** has a similar set of courses required.

Our **college attendance** data is limited to public colleges in California. Out of Daily's 2006 graduating class, about 40 percent went on to enroll in some part of the California public college system, compared to 23 percent of students throughout the state. Here's the detail: zero percent of the graduating class went to UC campuses; zero percent went to CSU campuses; and 40 percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years. These include **honors** and **Advanced Placement** (AP) courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate** (IB) Diploma Programme. IB courses are offered in just 82 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school's commitment to prepare its students for college. But students' participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	0%	0%	0%
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams for possible college credit	N/A	0%	0%
Number of AP exams taken	Average number of AP exams each of these students took in 2006–2007	N/A	1.8	1.6
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	N/A	N/A	N/A

SOURCE: AP exam data provided by the College Board for the 2006–2007 school year.

The College Board did not report the number of Daily students taking AP exams.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers no AP or IB courses.

More information about the **Advanced Placement program** is available from the College Board.

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	0	0	0
Foreign Language	0	0	0
Mathematics	0	0	0
Science	0	0	0
Social Science	0	0	0
Total	0	0	0

SOURCE: CBEDS PAIF, October 2006.

California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2006–2007	N/A	65%	49%
2005–2006	25%	68%	51%
2004–2005	N/A	63%	49%
Math			
2006–2007	N/A	74%	50%
2005–2006	25%	71%	47%
2004–2005	N/A	67%	45%

SOURCE: California Department of Education, SARC research file.

Answers to **frequently asked questions** about the exit exam can be found on the CDE Web site. Additional information about the **exit exam results** are also available there. The table below shows how specific groups of tenth grade students scored on the exit exam in the 2006–2007 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Sample **questions and study guides** for the exit exam are available for students on the CDE Web site.

CAHSEE Results by Subject Area

	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

High School Completion

This table shows the percentage of seniors in the graduating class of 2006 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE up to five times throughout their junior and senior years. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about **CAHSEE results for the classes of 2007 and 2008**, and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2006)		
GROUP	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
All Students	45%	N/A	N/A
African American	25%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	93%	N/A	N/A
Filipino	42%	N/A	N/A
Hispanic or Latino	26%	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	21%	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

SOURCE: This data comes from the school district office.

Dropouts and Graduates

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2005–2006 school year or a student who hasn't re-enrolled in our school for the 2006–2007 year by October 2006.

Identifying dropouts is difficult because many students who leave school unexpectedly don't let us know why they're leaving or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise, at best.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2005–2006	N/A	22%	19%
2004–2005	8%	24%	18%
2003–2004	N/A	23%	16%
Graduation rate (four year)			
2005–2006	N/A	41%	50%
2004–2005	N/A	53%	58%
2003–2004	76%	54%	59%

SOURCE: Dropout data comes from the CBEDS census of October 2006. County and state averages represent continuation high schools only.

GRADUATION RATE: The **graduation rate** is an estimate of our school's success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress and is part of California's way of determining a high school's Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

Workforce Preparation

Guest speakers from a number of local businesses and a curriculum that fosters critical thinking, problem solving, leadership, and academic skills help students apply real-world concepts to ensure work readiness. We offer work experience program as well as a robust Regional Occupational Program (ROP) that includes classes in the health, business, construction, computers, multimedia, child care, culinary, auto, and marketing fields. Students may chose to participate in academy programs in health sciences, construction, culinary arts, cosmetology, business, and public service. School personnel provide students with guidance counseling on career paths and courses of study. The district sponsors an annual College Career Fair where more than 100 colleges and universities have exhibits. In addition, 30 to 40 career representatives share various aspects of their chosen fields, including basic skills needed, advanced education required, opportunities for advancement, and specific hiring practices.

Glendale Community College offers students an additional resource for work preparation through their curriculum that is open to high school students. The Verdugo School to Career Coalition, a consortium of education and business representatives, meets regularly to discuss and guide the acquisition of work-related programs and grant funding.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Career technical education (CTE)	Percentage of students enrolled in a CTE course	16%	18%	17%

SOURCE: CBEDS census, October 2006. County and state averages represent continuation high schools only.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. The table above shows the percentage of our students who enrolled in a career technical education course at any time during the school year. We enrolled 38 students in career technical education courses.

More information about the programs our school offers in career technical education are available on our Accountability Web page, which you can access from our district Web site. In addition to a listing of **courses and programs**, you will also find facts about the rate at which students completed these programs. Information about **career technical education** policy is available on the CDE Web site.

STUDENTS

Students' English Language Skills

At Daily, 65 percent of students were considered to be proficient in English, compared to 79 percent of continuation high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	65%	77%	79%
English learners	35%	23%	21%

SOURCE: Language Census for school year 2006–2007. County and state averages represent continuation high schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 83 students classified as English learners.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	41%	95%	93%
Vietnamese	0%	0%	1%
Cantonese	0%	0%	0%
Hmong	0%	0%	1%
Filipino/Tagalog	7%	1%	1%
Korean	4%	0%	0%
Khmer/Cambodian	0%	0%	1%
All other	48%	4%	3%

SOURCE: Language Census for school year 2006–2007. County and state averages represent continuation high schools only.

Ethnicity

Most students at Daily identify themselves as Latino/Hispanic or White/European American/Other. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	13%	11%
Asian American/ Pacific Islander	11%	3%	5%
Latino/Hispanic	48%	68%	55%
White/European American/ Other	40%	15%	30%

SOURCE: CBEDS census of October 2006. County and state averages represent continuation high schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than $37,000 a year (based on a family of four) in the 2006–2007 school year. At Daily, 44 percent of the students qualified for this program, compared to 50 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	44%	52%	50%
Parents with some college	43%	37%	40%
Parents with college degree	21%	15%	16%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent continuation high schools only.

The parents of 43 percent of the students at Daily have attended college, and 21 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 69 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Daily varies from a low of 12 students to a high of 13. This table shows the average class sizes of our core courses compared to those of the count and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	12	19	17
History	13	20	18
Math	13	19	17
Science	12	20	18

SOURCE: CBEDS census, October 2006. County and state averages represent continuation high schools only.

Safety

We last revised our safety plan in November 2006. The plan, which we update once a year, covers the safety procedures we follow in emergency situations. It includes safety procedures for earthquakes, fires, and intruders. We distribute parts of the safety plan to teachers, students, the police department, and the School Site Council. Communicating with parents during emergencies is of utmost importance. To contact parents during a crisis, our school uses the ConnectEd automated phone system, phone trees, and email trees.

Before school, teachers, a school relations officer, and a campus security guard are on hand to monitor grounds and surrounding areas for safety. School administrators, the campus supervisor, and a probation officer observe the playground and school grounds during recess periods and after school. Daily High operates a closed campus, which means visitors must sign in on entering and students are not permitted to leave during the school day without permission. A new traffic light was installed recently to improve student safety.

We take discipline seriously at Daily. When students break school rules, they receive a warning or may be required to pick up the dining areas at lunchtime. Depending on the nature of the behavior, we may hold a parent conference or invoke other interventions before suspension. We provide students and their parents with a copy of our school rules and go over them at a two-week orientation at the beginning of the school year.

Discipline

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	22	22	46
2005–2006	21	21	42
2004–2005	34	34	40
Expulsions per 100 students			
2006–2007	2	2	7
2005–2006	1	1	2
2004–2005	3	3	2

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent continuation high schools only.

During the 2006–2007 school year, we had 52 suspension incidents. We had four incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Schedule

Our first period class begins at 7:15 a.m.; the last period ends at 3:33 p.m. School grounds open at 7 a.m. and close at 4:30 p.m. Students must attend a minimum four periods each day and a maximum of seven. A full course load is considered six periods.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our results are compared to other students' results in the county and state. More information about **physical fitness testing and standards** is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	N/A	7%	10%
Girls in Fitness Zone	N/A	1%	4%
Fifth graders in Fitness Zone	N/A	N/A	N/A
Seventh graders in Fitness Zone	N/A	N/A	12%
Ninth graders in Fitness Zone	N/A	5%	8%
All students in Fitness Zone	N/A	5%	8%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent continuation high schools only.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

I have been principal of Daily Continuation High School for three years. Previously, I was a classroom teacher for 14 years and also served as an assistant principal. Our school is fortunate to have a school leadership team and a School Site Council. The school leadership team comprises eight people and includes teachers, administrators, and counselors. The School Site Council includes eight members representing teachers, other staff, students, and parents.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	16	15	15
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	11%	12%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	68%	49%	42%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	32%	51%	58%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent continuation high schools only.

None of our teachers has less than three years of teaching experience, which is below the average for new teachers in other continuation high schools in California. Our teachers have, on average, 16 years of experience. About 32 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 68 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	95%	91%	94%
Trainee credential holders	Percentage of staff holding an internship credential	5%	6%	3%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	10%	6%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent continuation high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 95 percent of the faculty at Daily hold a full credential. This number is close to the average for all continuation high schools in the state. About five percent of the faculty at Daily hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, three percent of continuation high school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few continuation high school teachers hold this authorization statewide (just six percent). All of the faculty at Daily hold the secondary (single-subject) credential. This number is the same as the average for continuation high schools in California. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	9%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	25%	35%	35%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	5%	9%	6%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About 25 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 35 percent of core courses taught by such continuation high school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About five percent of our teachers were working without full credentials, compared to six percent of teachers in continuation high schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	15%	30%	32%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	15%	38%	41%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	17%	40%	40%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	46%	37%	30%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent continuation high schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2007–2008 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	7%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	7%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

The average percentage of courses in our district not taught by a "highly qualified" teacher is seven percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is seven percent, compared to three percent statewide.

Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	3.0
2005–2006	3.0
2004–2005	3.0

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	5.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

ACADEMIC GUIDANCE COUNSELORS: Our school has five full-time equivalent academic counselors, which is equivalent to one counselor for every 47 students. Just for reference, California districts employed about one academic counselor for every 292 continuation high school students in the state. More information about **counseling and student support** is available on the CDE Web site.

Specialized Programs and Staff

A speech therapist, a psychologist, and a nurse work part-time at our school. Instructional aides work here full-time.

We offer video and online classes and a book club before or after school. During the school day, students may participate in an art, theater, computer training, student clubs, and a yearbook class.

GIFTED AND TALENTED EDUCATION (GATE): The GATE program is offered to students in grades seven through twelve who have been recognized as capable of attaining high levels of achievement. In high school, GATE students are offered honors-level classes and a wide variety of Advanced Placement (AP) classes in art, English, foreign language, mathematics, science and social sciences. Students have an opportunity to earn college credits while in high school depending on their scores on the AP exam.

SPECIAL EDUCATION PROGRAM: We have six Special Day Classes for students with disabilities. These classes serve students with mental retardation, hearing impairments, visual impairments, autism, brain injuries, orthopedic impairments, speech or language impairments, emotional problems, and other learning disabilities. We integrate (mainstream) these students into regular classes. All of the teachers working with special education students have a credential qualifying them to teach these students.

ENGLISH LEARNER PROGRAM: Students classified as English learners attend classes with students who are fluent in English. Teachers tailor the regular educational program as needed. At this time, we do not have an afterschool program in place especially for English learners or their families.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

A panel of scholars defined the English/language arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant works of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. To read more about California's **English/language arts standards**, visit the CDE's Web site.

Math

Students can begin taking algebra in the eighth grade, but many students take the course during high school. Through the study of algebra, our students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Educators consider students' success in algebra to be an indicator of how well they will do in future courses in high school and college. To read more about the state's **math standards**, visit the CDE's Web site.

Science

Our science program offers courses in physics, chemistry, biology, life sciences, and earth sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California standards for **biology/life sciences**, **physics**, **chemistry**, and **earth sciences**, visit the CDE's Web site.

Social Science

Our ninth grade students have no social studies requirements. In the **tenth grade**, they study world history, from the late 18th century through the present, including the cause and course of the two world wars. Students in the **eleventh grade** study the major turning points in US history in the 20th century. Students in **twelfth grade** pursue a deeper understanding of the institutions of American government. In addition, our students will learn how to think from the perspectives of history and geography. They'll learn to research topics on their own, develop their own point of view, and interpret history.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those **textbooks** covered the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our **science lab** courses during the 2007–2008 school year.

RESOURCES

Buildings

The main buildings on our campus were built in 2001. We have no modular or portable classrooms on our campus. We partner with a local church, YMCA, and library to use their facilities. We do not have sports facilities or a library on campus.

A custodian from the district cleans our school and provides excellent maintenance of our buildings and grounds. Teachers and other staff take responsibility for campus beautification projects, such as our school garden.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page **survey form** used for the assessment, you will find it on the Web site of the OPSC.

Library

We do not have a library on our campus. We partner with a library in the community to use its facilities.

Computers

We have 82 computers available for student use, which means that, on average, there is one computer for every three students. All 14 classrooms are connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	3	3
Internet-connected classrooms	14	10	9

SOURCE: CBEDS census of October 2006. County and state averages represent continuation high schools only.

Students use computers to write papers, create PowerPoint presentations, and complete research.

Parent Involvement

We strongly encourage parents to attend meetings such as Back-to-School Night and Open House. We require all parents of newly enrolling students to attend a mandatory three-hour parent and student orientation meeting. Counselors hold conferences with students and their parents to discuss student's future goals, academic planning, social/emotional health, and a variety of other germane issues. Parents can also volunteer to serve on our School Site Council.

Our school translates letters home into Spanish, Armenian, and Korean. We translate the principal's newsletter, School Site Council meetings and parent-teacher conferences into Spanish and Armenian. We do not send home or translate report cards. Instead, students receive credit slips when they complete a course.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	$206,005,343	N/A	N/A
Expenses per student	$7,330	$7,583	$7,521
FISCAL YEAR 2004–2005			
Total expenses	$203,558,533	N/A	N/A
Expenses per student	$7,038	$7,172	N/A

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of $7,330 per student in the 2005–2006 school year, compared to an average of $7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were $206,005,343. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the **Ed-Data Partnership's Web site.**

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the **CDE's Web site.**

District Salaries, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	$39,599	$38,937
Midrange teacher's salary	$60,792	$61,080
Highest-paid teacher's salary	$78,447	$76,443
Average principal's salary (high school)	$116,593	$112,983
Superintendent's salary	$222,210	$195,054
Percentage of budget for teachers' salaries	41%	40%
Percentage of budget for administrators' salaries	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our **school's expenditures**, along with the **average salaries of our teachers**. You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

» Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.

STUDENT AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	235
African American	1%
American Indian or Alaska Native	0%
Asian	5%
Filipino	6%
Hispanic or Latino	48%
Pacific Islander	0%
White (not Hispanic)	39%
Multiple or no response	1%
Socioeconomically disadvantaged	45%
English learners	23%
Students with disabilities	7%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	1
Grade 11	41
Grade 12	193

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2004–2005	2005–2006	2006–2007
English	14	15	12
History	14	17	13
Math	18	17	13
Science	16	17	12

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

	2004–2005			2005–2006			2006–2007		
SUBJECT	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	22	0	0	21	1	0	24	2	0
History	23	0	0	19	0	0	24	0	0
Math	8	0	0	9	0	0	13	0	0
Science	9	0	0	10	0	0	12	0	0

SOURCE: CBEDS, October 2006.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

	SCHOOL			DISTRICT
TEACHERS	**2004–2005**	**2005–2006**	**2006–2007**	**2006–2007**
With Full Credential	20	20	18	1,239
Without Full Credential	0	0	1	28

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

STUDENT PERFORMANCE

California Standards Tests

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2005**	**2006**	**2007**	**2005**	**2006**	**2007**	**2005**	**2006**	**2007**
English/ Language Arts	6%	5%	10%	54%	56%	58%	40%	42%	43%
History/Social Social	4%	5%	12%	45%	46%	48%	32%	33%	33%
Mathematics	3%	0%	11%	55%	57%	57%	38%	40%	40%
Science	8%	18%	N/A	39%	50%	52%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

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

	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
STUDENT GROUP	**ENGLISH/ LANGUAGE ARTS 2006–2007**	**HISTORY/ SOCIAL SCIENCE 2006–2007**	**MATHEMATICS 2006–2007**	**SCIENCE 2006–2007**
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	9%	14%	9%	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	10%	12%	10%	N/A
Boys	7%	17%	10%	N/A
Girls	15%	N/A	15%	N/A
Economically disadvantaged	6%	15%	8%	N/A
English learners	0%	N/A	6%	N/A
Students with disabilities	0%	N/A	N/A	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

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 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all continuation high 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 continuation high schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	N/A	N/A	N/A
Similar-schools rank	N/A	N/A	N/A

SOURCE: The API Base Report from July 2007.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: 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.

	ACTUAL API CHANGE			API SCORE
STUDENT GROUP	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+93	+12	+110	677
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Economically disadvantaged	N/A	N/A	N/A	N/A
English learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state's tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests; (c) an API of at least 590 or growth of at least one point; and (d) the graduation rate for the graduating class must be higher than 82.9 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

Intervention Program: District Program Improvement (PI)

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) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	2
Percentage of schools currently in PI	6%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

SCHOOL COMPLETION AND PREPARATION FOR COLLEGE

Dropout Rate and Graduation Rate

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
Dropout rate (one year)			
2005–2006	N/A	N/A	19%
2004–2005	8%	8%	18%
2003–2004	N/A	N/A	16%
Graduation rate (four year)			
2005–2006	N/A	N/A	50%
2004–2005	N/A	N/A	58%
2003–2004	76%	76%	59%

SOURCE: CBEDS October 2004–2006.

Courses Required for Admission to the University of California or California State University Systems

Number and percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	52%	52%	39%
Percentage of graduates from class of 2006 who completed all courses required for UC/CSU admission	0%	0%	3%

SOURCE: CBEDS, October 2005, for the class of 2005.

College Entrance Exam Reasoning Test (SAT)

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average verbal, math, and writing scores of those students.

KEY FACTOR	2004–2005	2005–2006	2006–2007
Percentage of seniors taking the SAT	1%	2%	2%
Average verbal score	N/A	N/A	N/A
Average math score	N/A	N/A	N/A
Average writing score	N/A	N/A	N/A

SOURCE: Original data from the College Board, for the Class of 2007, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11. The College Board first introduced the writing test in 2005–2006.

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TEXTBOOKS

Textbook Adoption List (TABLE O)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Algebra I, Structure and Method by Brown & Dolciani	Algebra 1	2000	2003
Algebra 2 by Hall & Fabricant	Algebra 2	2000	2003
Algebra 2 and Trigonometry, Structure and Method, Book 2	Algebra 2/Trig	2000	2003
Macgruder's American Government	American Government	2006	2006
The Language of Literature: American Literature	American Lit & Comp.	2002	2003
Biology by Miller & Levine	Biology 1-2	2007	2007
Biology, 7th Edition by Campbell & Reece	Biology 3-4 (AP)	2005	2007
Calculus, 6th Edition, Calculus, A New Horizon, Volume 3, Calculus, 4th Edition by J. Stewart	Calculus AB (AP)	1999	2003
Chemistry: Matter & Change by Zumdahl	Chemistry 1-2	2007	2007
Chemistry, 7th Edition by Zumdahl, Chemistry by Brady	Chemistry 3-4 (AP)	2007	2007
Conceptual Physics by Hewitt	Conceptual Physics 1-2	2007	2007
Earth Science by Spaulding & Namowitz	Earth & Space Science	2005	2007
Economics: Principles and Practices	Economics	2005	2006
Holt Literature & Language	English	2002	2003
Holt Literature & Language	English	2002	2003
Environmental Science, Earth as a Living Planet 5th Edition by Botkin & Keller	Environmental Science (AP)	2005	2007
Geometry by Jurgensen	Geometry	2000	2003
Geometry, Concepts and Skills by Larson	Geometry Concepts	2003	2003
Earth Science by Allison, DeGaetano & Pasachoff	Geoscience 1-2	2007	2007
Lifetime Health	Health	2005	2005
Basic Algebra Algebra 1, Concepts and Skills by Larson & Boswell	Introduction to Algebra	2001	2003
California Biology by Johnson & Raven	"Introduction to Biology 1-2		
Human Biology 1-2	"2007	2007	
Kinesiology Exercise Physiology Lab Manual by Adams	Kinesiology & Rehabilitation 1-2	2002	2007
Advanced Mathematical Concepts	Math Analysis	1994	2003
California Physics by Serway & Faughn	Physics 1-2	2002	2002
College Physics, 7th Edition by Serway and Faughn	Physics B 1-2 (AP)	2008	2007
Physics for Scientists & Engineers, 7th Edition by Serway & Jewett	Physics C 1-2 (AP)	2008	2007

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Introduction to the Human Body by Tortora & Grabowski Human Anatomy & Physiology Lab Manual by Marieb	Physiology 1-2	2007	2007
Anatomy & Physiology, From Science to Life by Jenkins, Kemnitz & Tortora Human Anatomy & Physiology Lab Manual by Marieb	Physiology 1-2 (Honors)	2007	2007
Mathematics, Concepts and Skills, Course 2	PreAlgebra	2001	2002
The Practice of Statistics	Statistics 1-2 (AP)	2003	2003
Trigonometry, 4th Edition by Larson	Trigonometry	1997	2993
California American Anthem: Modern American History	U.S. History 1-2	2007	2006
California World History The Modern World	World History 1-2	2007	2006

SOURCE: Textbook data is supplied by the district.