

School Fact Sheet, 2008–2009

GLENDALE UNIFIED SCHOOL DISTRICT

Allan F. Daily Continuation High School

ADDRESS: 220 North Kenwood, Glendale, CA 91206 **PHONE:** (818) 247-4805

PRINCIPAL: Cuauhtemoc Avila **GRADE RANGE:** 10–12 **SCHEDULE:** Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	19	8	8
Students per teacher	16	20	18
Average years of teaching experience	17	15	15
Teachers with one or two years of teaching experience	11%	9%	10%
Full credential holders	95%	93%	95%
Trainee credential holders	0%	6%	4%
Emergency permit holders	5%	3%	3%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 17 years of teaching experience to their classes. About 95 percent have a full credential. Statewide about 95 percent of continuation high school teachers hold this credential.

Average Class Sizes

CORE COURSE	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
English	13	18	17
History/social science	12	19	18
Math	12	17	16
Science	11	19	17

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only.

The average class size of core courses varies at our school from a low of 11 students to a high of 13 students. Our average class size for all classes schoolwide is 12 students. The average class size schoolwide for other continuation high schools in the state is 17 students.

Students

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	301	166	135
English Learners	22%	26%	23%
Low-income students	48%	54%	50%
Students whose parents attended/graduated college	37%	35%	38%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only.

The factors above may affect students' performance in school.

COLLEGE PREPARATION

Two factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, and where students ultimately enroll in the state's public college system.

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
2008 graduates meeting UC or CSU course requirements	0%	0%	1%
2007 graduates attending UC	0%	0%	0%
2007 graduates attending CSU	0%	0%	0%
2007 graduates attending community colleges	37%	23%	22%

SOURCE: 2008 CBEDS data, California Dept. of Education. California Postsecondary Education Commission. County and state averages represent continuation high schools only.

Information in this report changes throughout the year. A complete annual accountability report is available from our school or district office, and on our district Web site:

<http://gusd.net/>

ACADEMIC PERFORMANCE

California Standards Tests

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

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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English/Language Arts (Reading and Writing)

Our school	6%	
Calif. continuation high schools	9%	

Algebra

Our school	7%	
Calif. continuation high schools	3%	

US History

Our school	9%	
Calif. continuation high schools	9%	

Life Science (Tenth Grade)

Our school	3%	
Calif. continuation high schools	9%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent continuation high schools only.

MEASURES OF ACADEMIC PROGRESS

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 537, compared with 544 for the average continuation high school. The state expects schools to attain an API of 800 eventually. Many continuation high schools account for their results using the [Alternative School Accountability Model \(ASAM\)](#). If you see "N/A" in the tables below, ours may be an ASAM school.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met five out of six criteria for yearly progress. Because we fell short in one area, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	N/A	Met AYP	No
Met growth target for prior school year	N/A	Met schoolwide test participation rate	Yes
API	537	Met schoolwide test score goals	Yes
Growth attained from prior year	-89	Met subgroup* test participation rate	N/A
Met subgroup* growth targets	N/A	Met subgroup* test score goals	N/A
		Met API for AYP	No
		Met graduation rate	Yes
		Program Improvement school	No

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.
* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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