

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	William Daylor High School	District Name	Elk Grove Unified
Street	6131 Orange Avenue	Phone Number	(916) 686-5085
City, State, Zip	Sacramento CA, 95823	Web Site	www.egusd.net
Phone Number	(916) 427-5428	Superintendent	Steven M. Ladd, Ed.D.
Principal	Tom Martens	E-mail Address	sladd@egusd.net
E-mail Address	TMartens@egusd.net	CDS Code	34673143432002

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

William Daylor High School A Community of Lifelong Learners!

William Daylor High School truly provides a unique and wonderful educational experience for students, from the safety of the campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing students with the skills they need to be successful learners.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Parent support and involvement continue to be important aspects of the success at William Daylor High School. This support is given, and is recognized and appreciated in many different ways. Some parents help plan the programs and policies, while others serve as volunteers for Student Government activities and field trips. Parents also support student success by providing space, time, and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family.

The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. All adults visiting campus are required to check in through the school office. The atmosphere of the school makes our students feel comfortable and secure.

Tom Martens, Principal William Daylor High School

Opportunities for Parental Involvement (School Year 2008-09)

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

There are a number of ways to become involved with your child's education. We have two Back to School Nights and parent conferences throughout the year. You are always welcome to volunteer in your children's classroom and/or join the School Site Council. For more information on parent involvement opportunities, you may contact our office at 427-5428.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	62
Grade 5	0	Grade 12	185
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	281

Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	50.00%	White (Not Hispanic)	5.60%
American Indian or Alaska Native	1.20%	Multiple or No Response	0.00%
Asian	12.80%	Socioeconomically Disadvantaged	48.04%
Filipino	0.40%	English Learners	14.59%
Hispanic or Latino	28.40%	Students with Disabilities	3.00%
Pacific Islander	1.60%		

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.5	12	0	0	16.4	16	0	0	16.7	16	0	0
Mathematics	18.6	10	0	1	18.8	10	0	0	18.2	8	2	1
Science	18.9	7	0	0	19.4	7	0	0	17.0	7	0	0
Social Science	19.5	12	0	1	16.2	13	0	0	22.3	6	0	2

III. School Climate

School Safety Plan (School Year 2008-09)

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

Your child's safety is important to us at William Daylor High School. We believe that nothing should get in the way of the academic achievement of our students, which is why it is important that our students feel safe. Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in November of 2009. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the office of our school. Random periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

Suspensions and Expulsions

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

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	30.4	27.9	32.4	31.1	20.3	19.5
Expulsions	0.0	0.0	1.2	0.3	0.4	0.3

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Included is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school has 16 classrooms, a multipurpose room, and an administration building. The main campus was built in 1965. Additions were constructed in 1968 and 1972. Two portable classrooms were constructed in 1997 for class size reduction.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status (School Year 2009-10)

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

Date of facilities inspection: 10/26/2009

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces	x			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

	Exemplary	Good	Fair	Poor
Overall Summary	x			

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	10	11	11	3039
Without Full Credential	0	0	0	53
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.2	3.8
All Schools in District	98.7	1.3
High-Poverty Schools in District	99.4	0.6
Low-Poverty Schools in District	98.8	1.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	123
Library Media Teacher (Librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

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

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials
No students at this school were reported as lacking Textbooks or Instructional Materials	
<p>Reading/Language Arts</p> <p>Open Court Reading Program by SRA/McGraw Hill © 2002 in grades K through 6. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Literature & Language Arts by HRW © 2003 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Literature & Language Arts by HRW © 2003 in grades 9-12. This program is from the current local governing Board of Education adoption. The following materials are provided one per student by grade level:</p> <p>AP English books by multiple publishers in grades 9-12. These programs are from the current local governing Board of Education adoption. The following materials are provided one per student by grade level:</p>	<p>All Reading/Language Arts books are available one per student.</p> <p>K- Sounds & Letters Workbook, Language Arts Skills Workbook, Pre-decodable book.</p> <p>1st- Phonics Skills Workbook, Comprehension & ELA Skills Workbook, Decodable book, Anthology 1, Anthology 2, First Reader, Second Reader</p> <p>2nd - Comprehension & ELA Skills Workbook, Decodable book, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2, First Reader</p> <p>3rd- Comprehension & ELA Skills Workbook, Decodable book, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2</p> <p>4th-6th - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology</p> <p>7th-8th - Student Edition, Universal Access: Interactive Reader, Holt Handbook (supplemental)</p> <p>9th-12th - Student Edition, Universal Access: Interactive Reader, Holt Handbook (supplemental) AP Courses:</p> <p>11th – Language of Composition ©2008, Bedford/St. Martins</p> <p>12th – Bedford Introduction to Literature ©2008, V.H.P.S.</p>

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials
No students at this school were reported as lacking Textbooks or Instructional Materials	
<p>Mathematics</p> <p>California Mathematics by Scott Foresman © 2001 in grades K through 6. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Mathematics books by multiple publishers in grades 9-12. These programs are from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>AP mathematics books by multiple publishers in grades 9-12. These programs are from the current local governing Board of Education adoption. The following materials are provided one per student by grade level:</p>	<p>All Math books are available one per student.</p> <p>K-6th – Student Edition and workbook</p> <p>7th -12th - McDougal/Littell © 2001 Math-Concepts & Skills, Geometry, Geometry-Concepts & Skills; Prentice Hall © 2001 Pre-Algebra CA Edition, Pre-Algebra Practice Workbook, Algebra I CA Edition, Algebra Practice Workbook</p> <p>9th-12th - McDougal/Littell © 2001 Algebra 2, Trigonometry 5th Edition, Precalculus with Limits© 2005, Calculus 7th Edition © 2002; Gencoe/McGraw Hill © 2004 Elementary Stats</p> <p>AP Courses:</p> <p>McDougal Littell © 2006 Calculus 8th Edition; VHPS © 2003, Practice of Statistics</p>
<p>Science</p> <p>California Science by McGraw Hill © 2008 for grades K-5. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Science text by Holt © 2007 in grades 6-8. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Science books by multiple publishers in grades 9-12. These programs are from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>AP science books by multiple publishers in grades 9-12. These programs are from the current local governing Board of Education adoption. The following materials are provided one per student by grade level:</p>	<p>All 1-12 Science books are available one per student.</p> <p>K – Lab Activity Book</p> <p>1st- Big Book Package, Student Workbook</p> <p>2nd - 5th - Student Edition, Student Workbook</p> <p>6th – Earth Science textbook, Student Interactive Reader, Workbook</p> <p>7th – Life Science, Student Interactive Reader, Workbook</p> <p>8th – Physical Science, Student Interactive Reader, Workbook</p> <p>9th – Prentice Hall: Earth Science, © 2006 Student edition and workbook</p> <p>9th – Pearson/Globe Fearon: Concepts and Challenges in Earth Science, © 2003 Student Guided Reading and Study (supplemental for English Learners)</p> <p>9th-12th</p> <p>Glencoe/McGraw Hill © 2000 Biology: Dynamics of Life; ©1999 Physics McGraw Hill, ©2000 Biochemistry; ©2005 Environmental Science, Foundations in Microbiology HRW: © 2006 Modern Biology, © 1999 Modern Chemistry</p> <p>Prentice Hall: © 2002 Astronomy Today, ©2000 Essentials in Geology, ©2006 Fundamentals of Anatomy & Physiology, ©2004 Criminalistics, ©2006, Biotechnology: Science for the New Millennium including textbook, lab manual, and lab notebook. Delmar/Thompson Learning Agriscience: Fundamentals & Applications © 2004, Agriscience & Technology © 1998;</p> <p>Addison Wesley: ©1998 Conceptual Physics; American Society: ©1996 Recombiant DNA & Biotechnology</p> <p>AP Courses: Addison Wesley ©1999, Biology/Pearson; Harcourt Brace: ©2006 Chemistry & Chemical Reactivity; Wiley & Sons: ©2000 Physics, ©2003 Environmental Science</p>

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials
No students at this school were reported as lacking Textbooks or Instructional Materials	
<p>History-Social Science</p> <p>California Reflections by Harcourt Brace © 2006 in K-5 grades. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Holt © 2006 in 6-8 grades. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent approval of the local school board. The following materials are provided one per student by grade level:</p> <p>AP social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>All 1-12 History-Social Science books are available one per student.</p> <p>K- Our World: Now and Long Ago, Student Workbook 1st – A Child's View, Student Edition and Student Workbook 2nd – People We Know, Student Edition and Student Workbook 3rd – Our Community, Student Edition and Student Workbook 4th – California: A Changing State, Student Edition and Student Workbook 5th – The United States: Making a Nation, Student Edition and Student Workbook</p> <p>6th - Ancient Civilizations, Student Edition and Interactive Reader Workbook 7th - Medieval to Early Modern Times, Student Edition and Interactive Reader Workbook 8th – United States History, Student Edition and Interactive Reader Workbook</p> <p>9th - Glencoe © 2008, World Geography and Cultures 10th - McDougal Littell © 2006, Modern World History – Patterns of Interaction 11th - HRW © 2007 American Anthem- Modern American History 12th – Prentice/Pearson © 2006, Magruder's American Government; Prentice/Pearson © 2007, Economics – Principles in Action 9th-12th – Glencoe © 2008 Understanding Psychology</p> <p>AP Courses</p> <p>11th - 12th - Houghton/Mifflin © 2006 The Earth and Its Peoples – A Global History 12th - Houghton/Mifflin © 2006 The American Pageant 12th – Prentice/Pearson © 2008, Government in America- People, Politics, and Policy 12th – Thompson/Wadsworth © 2006, Comparative Politics 12th – Mc Graw Hill © 2008, Economics * AP Edition 9th-12th – Pearson/Allyn & Bacon © 2007, Psychology</p> <p>Supplemental for English Learners</p> <p>9th-12th – AGS Globe Fearon © 2008, Pacemaker – World History 9th-12th – AGS Globe Fearon © 2004, Pacemaker – US History 9th-12th – AGS Globe Fearon © 2001, Pacemaker – American Government 9th-12th – AGS Globe Fearon © 2001, Pacemaker – Economics</p>

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials
No students at this school were reported as lacking Textbooks or Instructional Materials	
<p>World Language</p> <p>World languages books by multiple publishers in grades 9-12. All high school textbooks are from the most recent approval of the local school board.</p> <p>AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the recent adoption of the local governing Board of Education.</p>	<p>All 7-12 Foreign Language books are available one per student.</p> <p>7th-12th Spanish I, II, & III, Pearson/Prentice ©2000, Paso A Paso 7th-12th French I, II, & III, HRW, ©2000, Allez viens! 7th-12th Japanese I, II, & III, Cheny & Tsui, ©2004, Adventures in Japanese 7th-12th German I, II, & III, EMC-Paradigm, ©1998, Deutsch Aktuell</p> <p>AP Courses:</p> <p>AP Spanish: McDougal Littell ©2003 Abriendo Puertas; EMC Publishing ©2008 A toda vela. AP French: McDougal Littell ©2001 En Bonne Forme AP Japanese: McGraw-Hill ©2004 Yookoso! AP German: McDougal Littell ©1998 Übungsbuch Kaleidoskop</p>
<p>Health</p> <p>All high school textbooks are from the recent approval of the local governing Board of Education.</p>	<p>All 9-12 Health books are available one per student.</p> <p>9th-12th Glencoe, © 2004, Glencoe Health</p>
<p>Visual and Performing Arts*</p> <p>All 7th – 12th school textbooks are from the recent approval of the local governing Board of Education.</p> <p>AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the recent approval of the local governing Board of Education.</p>	<p>7th-8th: Davis ©2000 Exploring Visual Design; McGraw-Hill ©1997 Exploring Theatre 9-12th: Glencoe ©2000 Art in Focus, ©2005 the Stage & the School, ©2005 Art Talk; Davis ©2003 Exploring Painting, ©2005 The Visual Experience, ©1995 Photographic Eye; McGraw-Hill ©2000 Make It In Clay, ©2004 Hands in Clay, ©2005 Theatrical Design & Production, Play Production Today; West ©2002 Black and White Photography, ©1994 Jazz Dance Today; Human Kinetic ©1997 Choreography, ©2005 A Sense of Dance; Merwetter ©1996 Playing Contemporary Scenes; Princeton ©1995 Dance – the Art of Production; Brown & Benchmark – Art Context & Criticism</p> <p>AP Courses</p> <p>Thomson/Wadsworth ©2005 Gardner’s Art Through the Ages; Glencoe ©2003 Music in Theory & Practice; Brown & Benchmark – Art Context & Criticism</p>
<p>Science Laboratory Equipment (grades 9-12)</p>	<p>All 9-12 students utilizing a lab have access to appropriate equipment.</p>
<p><i>*Visual and Performing Arts are not subject to sufficiency requirements under Education Code 60119</i></p>	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$11,647	\$10,733	\$914	\$57,104
District			\$6,742	\$63,945
Percent Difference – School Site and District			638%	12%
State			\$5,512	\$67,049
Percent Difference – School Site and State			503%	17%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

At our school we have highly qualified staff to assist students with special learning needs. Our resource teacher not only provides support for special education students, but also general education students who need additional support to meet the standards. Our bilingual teaching associates help our English Learners access the core curriculum.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,047	\$42,065
Mid-Range Teacher Salary	\$59,384	\$67,109
Highest Teacher Salary	\$82,031	\$86,293
Average Principal Salary (Elementary)	\$109,249	\$107,115
Average Principal Salary (Middle)	\$108,438	\$112,279
Average Principal Salary (High)	\$120,350	\$122,532
Superintendent Salary	\$237,664	\$216,356
Percent of Budget for Teacher Salaries	43.50%	39.40%
Percent of Budget for Administrative Salaries	4.40%	5.50%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	2	2	3	49	51	55	43	46	50
Mathematics	13	0	6	48	49	51	40	43	46
Science				43	51	53	38	46	50
History-Social Science	5	1	4	37	40	47	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	6	8	*	0
American Indian or Alaska Native				
Asian	0	9		6
Filipino	*	*		*
Hispanic or Latino	0			0
Pacific Islander	*	*		*
White (not Hispanic)				*
Male	0	4		9
Female	5	8		0
Economically Disadvantaged	0	3		2
English Learners	0	7	*	5
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	*	*	*	53.9	60.0	57.4	48.6	52.9	52.0
Mathematics	*	*	*	58.8	60.2	61.6	49.9	51.3	53.3

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	NA	NA	NA
7	NA	NA	NA
9	NA	NA	NA

X. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	B *	B *	B *
Similar Schools	B	B	B

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-18	-107	1	
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

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

Federal Intervention Program (School Year 2009-10)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		9.1

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	43.7	18.6	11.2	3.0	3.4	2.5	3.5	4.4	3.9
Graduation Rate	46.6	65.6	75.0	84.7	86.1	87.1	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	31.61%	75.20%	
African American	13.47%	13.19%	
American Indian or Alaska Native	0.00%	0.44%	
Asian	4.15%	16.76%	
Filipino	2.07%	5.36%	
Hispanic or Latino	7.25%	13.15%	
Pacific Islander	2.07%	5.36%	
White (not Hispanic)	4.15%	23.83%	
Socioeconomically Disadvantaged	20.21%	24.08%	
English Learners	4.66%	8.15%	
Students with Disabilities	1.55%	3.93%	

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Our school prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Our Counselors and Contract teachers offer additional support. William Daylor High School offers students four on site Regional Occupation Programs (ROP): Retail Sales, Business Computers, MOS Certification, Computer Graphics and Construction Technology. These programs are provided on our campus through the Sacramento County Regional Occupation Program office. The courses provide our students with the necessary skills to seek life-long employment in a variety of employable fields. Regardless of the career path chosen, William Daylor High School makes every effort to work with the students to insure that they meet district and state graduation standards.

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	212
Percent of pupils completing a CTE program and earning a high school diploma	33.33%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

Courses for University of California and/or California State University Admission (School Year 2008-09)

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	%
Graduates Who Completed All Courses Required for UC/CSU Admission	%

Advanced Placement Courses

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>. 2007-2008 data reported by CDE; 2008-2009 data LEA reported.

2008-2009		
Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All Courses	0	

XII. Instructional Planning and Scheduling

Professional Development

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

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. For 2009-2010, our school has a professional development emphasis in writing. Through our district's Trainer of Trainers program, four times per year a team of teachers attends training on best teaching practices and returns to the site and shares the information they learned with the whole staff. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms. Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92