

# **New Day Academy**

School Accountability Report Card, 2010–2011

New Day Academy



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



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**SCHOOL WISE PRESS**

# New Day Academy

## School Accountability Report Card, 2010–2011 New Day Academy

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 2010–2011 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 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.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

[http://www.schoolwisepress.com/sarc/links\\_2011\\_en.html](http://www.schoolwisepress.com/sarc/links_2011_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, or would like to request a hardcopy version, please contact our school office.

### How to Contact Our School

214 West 1st Street  
Alturas, CA 96101  
Executive Director: Laura VanAcker  
Phone: (530) 233-3861

### How to Contact Our District

Ravendale Termo Elementary SD  
709-805 Grasshopper Rd.  
Termo, CA 96132  
Phone: (530) 234-2010



## » Contents

ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

- [Executive Director's Message](#)
- [Measures of Progress](#)
- [Student Achievement](#)
- [Students](#)
- [Climate for Learning](#)
- [Leadership, Teachers, and Staff](#)
- [Preparation for College and the Workforce](#)
- [Adequacy of Key Resources](#)
- [Data Almanac](#)



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# New Day Academy

School Accountability Report Card, 2010–2011  
New Day Academy

## » Executive Director's Message

New Day Academy is a K-12 independent study charter school dedicated to supporting parents who are making the choice to home school their children in Lassen, Modoc, Shasta, Plumas, and Sierra Counties. We support families with a credentialed teacher, appropriate curriculum, educational supplies, an academic counselor, tutoring, field trips, and a rich vendor program.

Our teachers work with the student and parent/guardian to create a personalized learning program that meets state standards while addressing student strengths, needs, skills, and interests. We honor parental choice in curriculum and have a well stocked library with a wide variety of materials that emphasizes the development of strong core competencies. Particular attention is devoted to the core curricular areas of English/ Language Arts, mathematics, Science and social studies. Additional resources and instruction are offered in the areas of visual and performing arts, physical education and technology.

Our library is available online so that families can request materials easily. We have a bookmobile that transports curriculum to our outlying areas on a weekly basis. Families enjoy meeting the bookmobile to pick up items requested, to browse items on the shelves, and to socialize with other families.

NDA has an exceptional field trip program designed to expose students to events and learning opportunities in their communities. Our goal is to offer at least one field trip per month. The trips are educational and a wonderful opportunity for home school families to meet, form friendships, and develop networks.

In addition, we have a diverse and well used vendor program. Families have the opportunity to sign their children up for lessons with well qualified, independent contractors. Courses are offered in music, art, dance, martial arts, writing, science, Spanish, and sports with gym memberships.

NDA is fully accredited by The Western Association of Schools and Colleges (WASC). In the 2011–2012 school year we will be involved in the self study process with a committee review in October 2012.

Laura VanAcker, EXECUTIVE DIRECTOR

### Grade range and calendar

**K-12**

TRADITIONAL

### Academic Performance Index

**729**

County Average: 720  
State Average: 744

### Student enrollment

**207**

County Average: 239  
State Average: 1,142

### Teachers

**8**

### Students per teacher

**26**

## **School Expenditures**

New Day Academy is a direct-funded charter receiving revenues from the State of California and the federal government. Funds received for student attendance are dedicated to providing optimum services and materials for our students. NDA did not request federal funds in the 2010–2011 school year. State library funds were used to provide additional resources for our lending library. Restricted lottery funds were used to purchase additional state-adopted textbooks.

## **Safety**

The nature of our personalized, independent study program creates a different setting from traditional schools. The students spend most of their time working at home, with visits as needed for small group instruction or tutoring. We do not have learning centers and our only facility is our Administrative Office. Our safety plan, reviewed annually with teaching faculty, relates primarily to the rules and procedures for keeping our administrative facility safe.

## **Career Technical Education**

New Day Academy does not provide a Career Technical Educational Program at this time.

## **Buildings**

New Day Academy leases a building in Alturas, CA. This space serves as our administrative offices and a storage facility for curriculum and educational materials. The buildings are maintained by the owner and in excellent condition.

## **Parent Involvement**

The nature of our independent study program requires direct daily parental involvement. The supervising teachers develop a collaborative, encouraging relationship with each family, using coaching and mentoring strategies to assist parents and students. Parents may be involved in the Advisory Council, serve on the Board of Directors, attend board meetings, be committee members on various school projects, and participate in other ways. Annual surveys completed by parents provide excellent suggestions for improving our school program.

Our Director, Laura VanAcker, is the Administrative contact for parent involvement and Loraine Colbert, our Board President, is the contact for parents interested in participating with the Board of Directors.

**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. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests 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.

New Day Academy’s API was 729 (out of 1000). This is an increase of 35 points compared with last year’s API. About 97 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2009–2010 test results, we started the 2010–2011 school year with a base API of 694. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). There is currently no similar schools report available for New Day.

**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 groups, English Learners, special education students, 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.

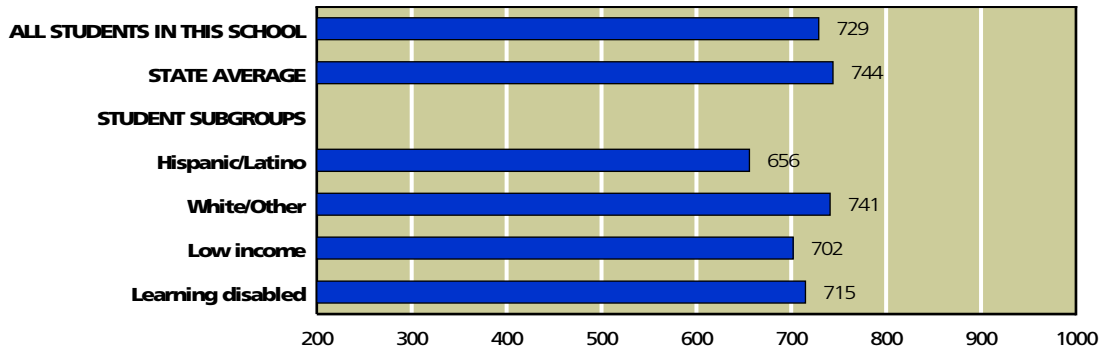
We met our assigned growth targets during the 2010–2011 school year. Just for reference, 32 percent of high schools statewide met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>N/A</b>
<b>API score</b>	<b>729</b>
<b>Growth attained from prior year</b>	<b>+35</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>

SOURCE: API based on spring 2011 test cycle. Growth scores alone are displayed and are current as of November 2011.

\*Ethnic groups, English Learners, special ed students, 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, Spring 2011**



SOURCE: API based on spring 2011 test cycle. State average represents 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 13 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) and the California Alternate Performance Assessment (CAPA): 66.7 percent on the English/language arts test and 66.1 percent on the math test. All significant ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 710 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE or CAPA. Fourth, the graduation rate for the class of 2010 must be higher than 90 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 <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Met graduation rate</b>	<b>N/A</b>
<b>Program Improvement school in 2011</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students' test results in the 2010–2011 school year or earlier.

\*Ethnic groups, English Learners, special ed students, 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 OR CAPA?	DID 66.7% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 66.1% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>White/Other</b>	●	●	●	●

SOURCE: AYP release of November 2011, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2010–2011 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 AYP.

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 with the results for students in the average 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	2010–2011		2009–2010		2008–2009	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
<b>ENGLISH/LANGUAGE ARTS</b>						
<b>Our school</b> Percent Proficient or higher					NO DATA AVAILABLE N/A	
<b>Average high school</b> Percent Proficient or higher						
<b>GEOMETRY</b>						
<b>Our school</b> Percent Proficient or higher	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
<b>Average high school</b> Percent Proficient or higher						
<b>US HISTORY</b>						
<b>Our school</b> Percent Proficient or higher					NO DATA AVAILABLE N/A	
<b>Average high school</b> Percent Proficient or higher						
<b>BIOLOGY</b>						
<b>Our school</b> Percent Proficient or higher	NO DATA AVAILABLE N/A				NO DATA AVAILABLE N/A	
<b>Average high school</b> Percent Proficient or higher						
<b>LIFE SCIENCE (TENTH GRADE)</b>						
<b>Our school</b> Percent Proficient or higher					NO DATA AVAILABLE N/A	
<b>Average high school</b> Percent Proficient or higher						

SOURCE: The scores for the CST are from the spring 2011 test cycle. State average represents 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.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California's standards to be among the most clear and rigorous in the country. Just 56 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 62 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 CST. 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 for 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 and the tenth grade life science test. For math, we've selected two courses: Algebra I, which students take if they haven't studied and passed it in eighth grade; and Geometry. 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
<b>SCHOOLWIDE AVERAGE</b>			49%	93%	<b>SCHOOLWIDE AVERAGE:</b> About three percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			45%	94%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			52%	95%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

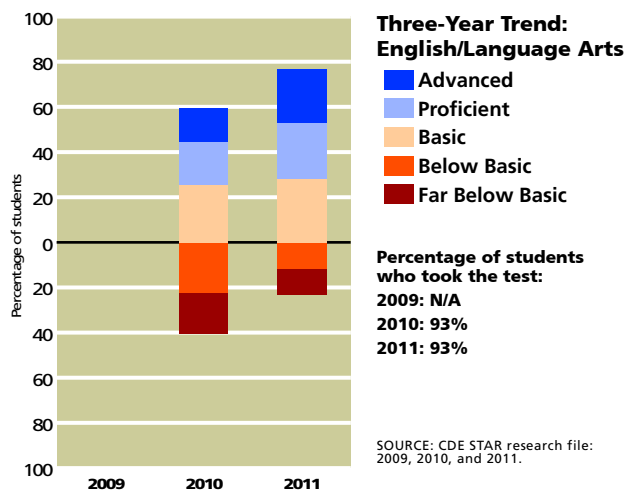
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			48%	75	<b>GENDER:</b> About 23 percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			71%	93	
<b>English proficient</b>			49%	167	<b>ENGLISH PROFICIENCY:</b> 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.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	1	
<b>Low income</b>			40%	98	<b>INCOME:</b> About 43 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			83%	70	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	7	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>			49%	161	
<b>White/Other</b>			52%	133	<b>ETHNICITY:</b> 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.

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent 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.  
 NS: 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.



## 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
<b>SCHOOLWIDE AVERAGE</b>			19%	32%	<b>SCHOOLWIDE AVERAGE:</b> About two percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			14%	32%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			21%	29%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

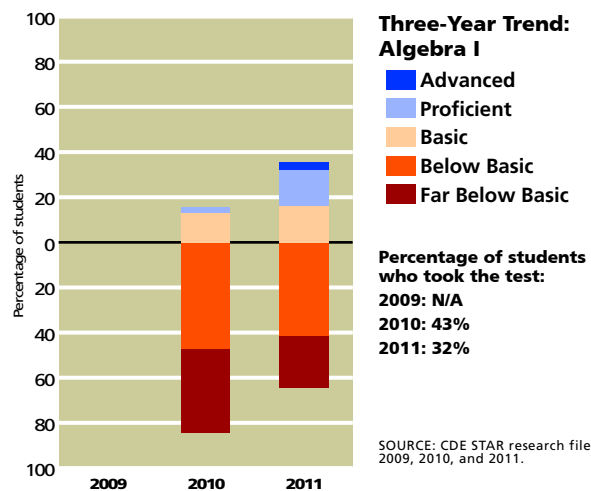
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	DATA STATISTICALLY UNRELIABLE		N/S	15	<b>GENDER:</b> We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
<b>Girls</b>	DATA STATISTICALLY UNRELIABLE		N/S	16	
<b>English proficient</b>			20%	30	<b>ENGLISH PROFICIENCY:</b> 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.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	1	
<b>Low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	20	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
<b>Not low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	11	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	2	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	29	
<b>White/Other</b>	DATA STATISTICALLY UNRELIABLE		N/S	26	<b>ETHNICITY:</b> 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.

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent 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 32 percent of our students took the algebra CST, compared with 29 percent of all high school students statewide. To read more about California's [math standards](#), visit the CDE's Web site.



### 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
<b>SCHOOLWIDE AVERAGE</b>	NO DATA AVAILABLE		N/A	3%	<b>SCHOOLWIDE AVERAGE:</b> 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.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			29%	14%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			27%	26%	

### 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
<b>Boys</b>	NO DATA AVAILABLE		N/A	4	<b>GENDER:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>Girls</b>	NO DATA AVAILABLE		N/A	1	
<b>English proficient</b>	NO DATA AVAILABLE		N/A	5	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>	NO DATA AVAILABLE		N/A	5	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>Not low income</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>Not learning disabled</b>	NO DATA AVAILABLE		N/A	5	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent 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.

About three percent of our students took the geometry CST, compared with 26 percent of all high school students statewide. To read more about the [math standards for all grades](#), visit the CDE’s Web site.

## 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
<b>SCHOOLWIDE AVERAGE</b>			27%	96%	<b>SCHOOLWIDE AVERAGE:</b> About 24 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			40%	95%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			51%	96%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

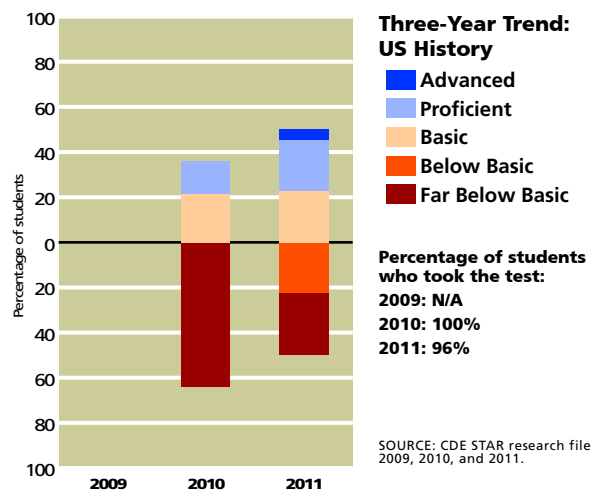
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	DATA STATISTICALLY UNRELIABLE		N/S	12	<b>GENDER:</b> The number of girls who took this test is too small to be counted in this analysis.
<b>Girls</b>	NO DATA AVAILABLE		N/A	10	
<b>English proficient</b>	DATA STATISTICALLY UNRELIABLE		N/S	22	<b>ENGLISH PROFICIENCY:</b> 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.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	19	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
<b>Not low income</b>	NO DATA AVAILABLE		N/A	3	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	4	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	18	
<b>White/Other</b>	DATA STATISTICALLY UNRELIABLE		N/S	14	<b>ETHNICITY:</b> 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.

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent 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.



## 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	NO DATA AVAILABLE		N/A	5%	<b>SCHOOLWIDE AVERAGE:</b> 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 HIGH SCHOOL IN THE COUNTY			49%	19%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			50%	37%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

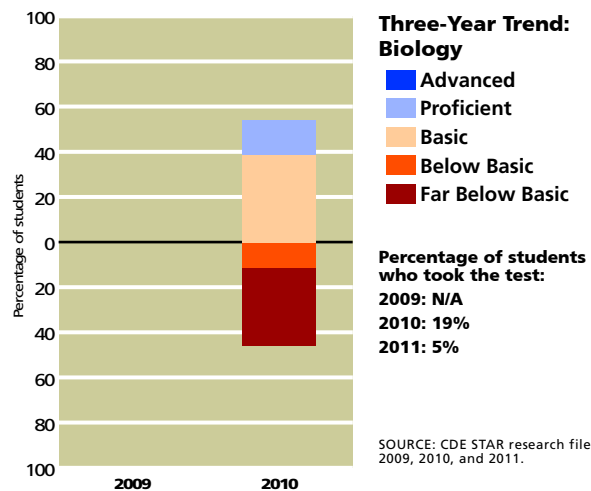
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	3	<b>GENDER:</b> 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	6	
English proficient	NO DATA AVAILABLE		N/A	9	<b>ENGLISH PROFICIENCY:</b> 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	7	<b>INCOME:</b> 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	2	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> 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	9	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent 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 five percent of our students took the biology CST, compared with 37 percent of all high school students statewide. To read more about the [California standards for science](#) visit the CDE's Web site.



### Life Science (Tenth Grade)

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
<b>SCHOOLWIDE AVERAGE</b>			50%	90%	<b>SCHOOLWIDE AVERAGE:</b> About two percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			48%	91%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			52%	94%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

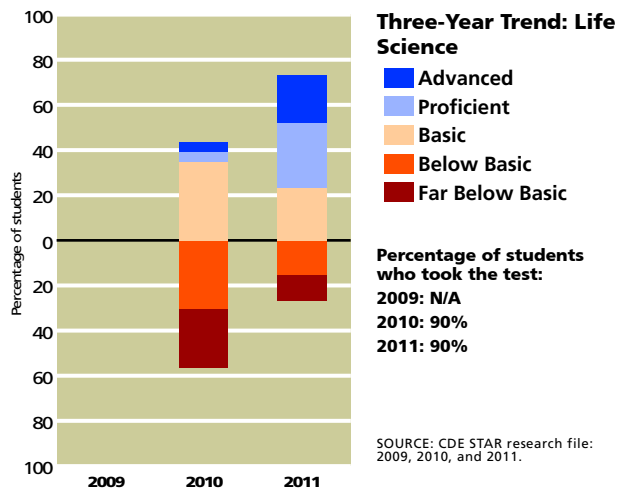
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	NO DATA AVAILABLE		N/A	19	<b>GENDER:</b> The number of boys who took this test is too small to be counted in this analysis.
<b>Girls</b>			77%	33	
<b>English proficient</b>			51%	51	<b>ENGLISH PROFICIENCY:</b> 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.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	1	
<b>Low income</b>			38%	31	<b>INCOME:</b> 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.
<b>Not low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	21	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	1	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>			51%	51	
<b>White/Other</b>			56%	45	<b>ETHNICITY:</b> 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.

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent 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 tenth grade students’ scores on the mandatory life science test 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 **science standards** on the CDE’s Web site. 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.



**STUDENTS**

**Students’ English Language Skills**

At New Day Academy, almost all students were considered to be proficient in English, compared with 91 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	100%	99%	91%
English Learners	0%	1%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent high schools only.

**Languages Spoken at Home by English Learners, 2010–2011**

Please note that this table describes the home language of just the one student classified as an English Learner. At New Day Academy, the language this student speaks at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	100%	89%	81%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	2%
Hmong	0%	0%	2%
Filipino/Tagalog	0%	0%	2%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	1%
All other	0%	11%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent high schools only.

**Ethnicity**

Most students at New Day Academy identify themselves as White. In fact, there are about seven times as many White students as Hispanic/Latino students, the second-largest ethnic group at New Day Academy. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” 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	0%	1%	7%
Asian American/ Pacific Islander	3%	1%	12%
Hispanic/Latino	11%	11%	48%
White	73%	79%	29%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2010. County and state averages represent high schools only.

**Family Income and Education**

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$40,793 a year (based on a family of four) in the 2010–2011 school year. New Day Academy did not report how many of its students qualified for free lunches.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	N/A	25%	50%
Parents with some college	70%	69%	57%
Parents with college degree	29%	23%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2010–2011 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 70 percent of the students at New Day Academy have attended college and 29 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 83 percent of our students provided this information.

## CLIMATE FOR LEARNING

### Average Class Sizes

The table at the right shows average class sizes for core courses. The average class size for high schools in the state is 22 students.

New Day Academy is an independent study program. Students do not attend classes and are taught individually at their homes. Our independent study teachers are assigned an average of 16 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	N/A	19	25
History	N/A	15	27
Math	N/A	10	25
Science	N/A	19	28

SOURCE: California Department of Education, SARC Research File. State and county averages represent high schools only.

**LEADERSHIP, TEACHERS, AND STAFF**

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	4%	N/A	0%
<b>Out-of-field teaching: courses</b>	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	0%	N/A	N/A
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: Data on NCLB standards is from the California Department of Education, SARC research file. Information on teachers lacking a full credential provided by the school district.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable.

**“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. 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.

**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 53 percent of our teachers were working without full credentials.

**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 standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	4%
<b>Schools with more than 40% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	0%
<b>Schools with less than 25% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	0%

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

### Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. 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.

**ACADEMIC GUIDANCE COUNSELORS:** More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Academic counselors	0.5
Behavioral/career counselors	0.0
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: Data provided by the school district.

**PREPARATION FOR COLLEGE AND THE WORKFORCE**

**SAT College Entrance Exam**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>SAT participation rate</b>	Percentage of seniors who took the test	N/A	17%	37%
<b>SAT critical reading</b>	Average score of juniors and seniors who took the SAT critical reading test	N/A	424	498
<b>SAT math</b>	Average score of juniors and seniors who took the SAT math test	N/A	415	517
<b>SAT writing</b>	Average score of juniors and seniors who took the SAT writing test	N/A	424	497

SOURCE: SAT test data provided by the College Board for the 2009–2010 school year. County and state averages represent high schools only.

The College Board did not report how many of New Day Academy’s students took the SAT.

**College Preparation and Attendance**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>2010 graduates meeting UC or CSU course requirements</b>	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	0%	14%	39%

SOURCE: Enrollment in UC/CSU qualifying courses comes from CALPADS, October 2010. County and state averages represent high schools only.

In the 2009–2010 school year, zero percent of New Day Academy’s graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with 39 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 the same set of courses required.

### Advanced Placement Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including [Advanced Placement \(AP\)](#) courses. These courses are intended to be the most rigorous and challenging courses available. Most colleges regard AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Enrollment in AP courses</b>	Percentage of AP course enrollments out of total course enrollments	0%	0%	5%

SOURCE: This information provided by the California Department of Education.

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.

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

More information about the [Advanced Placement program](#) is available from the College Board.

AP COURSES OFFERED	NUMBER OF COURSES
<b>Fine and Performing Arts</b>	0
<b>Computer Science</b>	0
<b>English</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total</b>	0

SOURCE: This information provided by the school district.

### AP Exam Results, 2009–2010

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Completion of AP courses</b>	Percentage of juniors and seniors who completed AP courses and took the final exams	0%	5%	28%
<b>Number of AP exams taken</b>	Average number of AP exams each of these students took in 2009–2010	N/A	1.1	1.8
<b>AP test results</b>	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	N/A	42%	58%

SOURCE: AP exam data provided by the College Board for the 2009–2010 school year.

Here at New Day Academy, zero percent of juniors and seniors took AP exams. In California, 28 percent of juniors and seniors in the average high school took AP exams.

### 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.)

Answers to [frequently asked questions](#) about the exit exam can be found on the CDE Web site. Additional information about the [exit exam results](#) is also available there.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>English/language arts</b>			
2010–2011	52%	N/A	59%
2009–2010	17%	N/A	54%
2008–2009	N/A	N/A	52%
<b>Math</b>			
2010–2011	48%	N/A	56%
2009–2010	38%	N/A	54%
2008–2009	N/A	N/A	53%

SOURCE: California Department of Education, SARC research file.

**New Day Academy School Accountability Report Card for 2010–2011**

The table that follows shows how specific groups of tenth grade students scored on the exit exam in the 2010–2011 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 SUBGROUP	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
<b>Tenth graders</b>	48%	38%	14%	52%	43%	5%
<b>African American</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>White (not Hispanic)</b>	45%	40%	15%	50%	45%	5%
<b>Two or more races</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	46%	38%	15%	54%	46%	0%
<b>Socioeconomically disadvantaged</b>	33%	47%	20%	47%	47%	7%
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Students with disabilities</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Students receiving migrant education services</b>	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.

**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 2009–2010 school year or a student who hasn’t re-enrolled in school for the 2010–2011 year by October 2010.

Identifying dropouts has been difficult because students often do not let a school know why they are leaving or where they are going. Districts have begun to use Statewide Student Identifiers (SSID), which will increase their ability to find students who stop coming to school.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Dropout rate (one year)</b>			
<b>2009–2010</b>	1%	4%	3%
<b>2008–2009</b>	N/A	6%	4%
<b>2007–2008</b>	N/A	12%	3%
<b>Graduation rate (four year)</b>			
<b>2009–2010</b>	N/A	83%	86%
<b>2008–2009</b>	N/A	81%	84%
<b>2007–2008</b>	N/A	61%	86%

SOURCE: Dropout data comes from CALPADS, October 2010. County and state averages represent high schools only.

This tracking system needs to be in place for the students' full four years in high school to be completely accurate. As a result, the accuracy of this data will be much more reliable beginning with the graduating class of 2012.

**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 (AYP). 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.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of November 2011. The CDE may release additional or revised data for the 2010–2011 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2010); Language Census (March 2011); California Standards Tests (spring 2011 test cycle); Academic Performance Index (November 2011 growth score release); Adequate Yearly Progress (November 2011).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2011–2012. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2010–2011 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.



## High School Completion

This table shows the percentage of seniors in the graduating class of 2011 who met our district’s graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for all students, followed by the results for different groups of students.

These percentages are derived by dividing the number of twelfth grade students who met all graduation requirements and passed both portions of the CAHSEE by the number of students who were enrolled in the twelfth grade as of October 2010.

Students can retake all or part of the CAHSEE up to two times in grade 11 and at least three times and up to five times in grade 12.\* 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 2010 and 2011](#), and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

\*See <http://www.cde.ca.gov/ta/tg/hs/cahseeqajune2010.asp#Q6> for more information about the CAHSEE.

STUDENT GROUPS	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2011)	
	OUR SCHOOL	DISTRICT AVERAGE
<b>All Students</b>	74%	N/A
<b>African American</b>	>1%	N/A
<b>American Indian or Alaska Native</b>	16%	N/A
<b>Asian</b>	0	N/A
<b>Filipino</b>	0	N/A
<b>Hispanic or Latino</b>	1%	N/A
<b>Pacific Islander</b>	0	N/A
<b>White (not Hispanic)</b>	73%	N/A
<b>Two or More Races</b>	>1%	N/A
<b>Socioeconomically Disadvantaged</b>	71%	N/A
<b>English Learners</b>	0	N/A
<b>Students with Disabilities</b>	0	N/A

## Career Technical Education

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

KEY FACTOR	OUR SCHOOL
<b>Number of students participating in CTE courses</b>	N/A
<b>Percentage of students completing a CTE program and earning a high school diploma</b>	N/A
<b>Percentage of CTE courses coordinated with colleges</b>	N/A

### Programs and Courses

COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC/ROP?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
N/A				

### Advisors

If you'd like more information about the programs our school offers in career technical education, please speak with our staff. More information about career technical education policy is available on the [CDE Web site](#).

FIELD OR INDUSTRY	COMMITTEE MEMBERS
N/A	

**TEACHERS**

Teacher Vacancies

KEY FACTOR	2009–2010	2010–2011	2011–2012
<b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>			
Total number of classes at the start of the year	0	0	0
Number of classes that lacked a permanently assigned teacher within the first 20 days of school	0	0	0
<b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

**NOTES:** New Day Academy does not have a classroom option. Students are assigned an independent study teacher upon enrollment.

There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school’s and our district’s responsibility to fill that teacher’s vacancy with a qualified, full-time, and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school and after the start of school.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching. Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2009–2010	2010–2011	2011–2012
<b>Teacher Misassignments</b>	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
<b>Teacher Misassignments in Classes that Include English Learners</b>	Total number of classes that include English Learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
<b>Other Employee Misassignments</b>	Total number of service area placements of employees without the required credentials	0	0	0

**NOTES:**

## 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 we set aside for the past three years for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
<b>2010–2011</b>	14.00
<b>2009–2010</b>	14.00
<b>2008–2009</b>	0.00

**TEXTBOOKS**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks except for those in the following subject areas are the most recently approved by the State Board of Education or our Local Governing Agency:

This information was collected on 11/9/2011.

**NOTES:**

TAUGHT AT OUR SCHOOL?	SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
		STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
<input checked="" type="checkbox"/>	<b>English</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	<b>Math</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	<b>Science</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	<b>Social Science</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	<b>Foreign Languages</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	<b>Health</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	<b>Visual/Performing Arts</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%

## Textbooks in Use

Here are some of the textbooks we use for our core courses.

SUBJECT AND TITLE	PUBLISHER	YEAR ADOPTED
ENGLISH/LANGUAGE ARTS		
American Literature	AGS	2009
British Literature	AGS	
World Literature	AGS	
Basic English Compsition	AGS	
Exploring Literature	AGS	
Easy Grammar	Barton	
Phonics	EPS	
Grammar	EPS	
Grammar and Punctuation Gr. 1-6	Evan Moore	
Spelling Gr. 1-6	Evan Moore	
Speech Gr. 10	Glencoe	
Reader's Choice Course 5 Gr. 11	Reader's Choice	
American Literature	Reader's Choice	
British Literature	Reader's Choice	
Reader's Choice Course 4	Reader's Choice	
Journalisim Today	Glencoe	
Daybook of Critical Reading and Writing	Great Source	
Reading and Writing	Houghton Mifflin	
Elementary Language Arts	Handwriting Without Tears	
Student Writing Intensive Gr 4-11	McDougal	
The Language of Literature	Pathway Readers	
Gr. K-1 Learning Through the Sounds Wrkbk	Prentice Hall	
Timeless Voice Gr 7-12	Saxon	
Phonics Strategies for Writers GR 1-8	Zaner Bloster	
Grammar (G.U.M.)	Zaner Bloster	
Words are Wonderful	Wordly Wise	
Treasures	Glencoe	
Reading Street	Pearson	
Vocabulary	Classical Roots	
Middle School Language Arts	Glencoe Treasures	
Gr. 2-5 Reading Street	Pearson	
MATH		
Pre-Algebra	AGS	2009
Geometry	AGS	

**New Day Academy** School Accountability Report Card for 2010–2011

SUBJECT AND TITLE	PUBLISHER	YEAR ADOPTED
Algebra II	Glencoe	
Accounting	Glencoe	
Real World Applications	Glencoe	
Math with Business Applications	Glencoe	
PreAlgebra	Glencoe	
Algebra I	Glencoe	
Geometry	Glencoe	
Algebra II	Prentice Hall	
Algebra I	Prentice Hall	
Geometry	Prentice Hall	
Pre-Algebra	Prentice Hall	
Progress in Math Gr. 1	Sadlier-Oxford	
Progress in Math Gr. 2	Sadlier -Oxford	
Progress in Math Gr. 3	Sadlier-Oxford	
Progress in Math Gr. 4	Sadlier-Oxford	
Progress in Math Gr. 5	Sadlier-Oxford	
Progress in Math Gr. 6	Sadlier-Oxford	
Progress in Math Gr. K	Sadlier-Oxford	
	Teaching Textbooks For Grades 3-Calculus	
	Aleks Online	
SCIENCE		
Biology	AGS	2009
Earth Science	AGS	
Physical Science	AGS	
Biology: The Dynamics of Life	Glencoe	
Geology: The Enviroment and the Universe	Glencoe	
Focus on Physical Science	Glencoe	
Harcourt Science Grade 1-5	Harcourt	
Science Instant Readers Collection Gr. K	Harcourt	
SOCIAL SCIENCE		
Economics	AGS	2009
US Government	AGS	
U.S. History	AGS	
World History	Hammond Odyssey	
World Atlas with Map	Harcourt	
Intermediate Atlas	Harcourt	
Primary Atlas	Harcourt	
Economics: Principals and Practices	American Odyssey	

**New Day Academy** School Accountability Report Card for 2010–2011

SUBJECT AND TITLE	PUBLISHER	YEAR ADOPTED
Discovering Our Past: Ancient Civilizations	Glencoe	
Discovering Our Past: Mideval and Early Modern	Glencoe	
Discovering Our Past: American Journey- WWI	Glencoe	
The Developing Child	Glencoe	
U.S. Government: Democracy in Action	Glencoe	
Understanding Psychology	Glencoe	
Understanding Sociology	Glencoe	
World History: Modern Times	Harcourt	
Modern World History: The Americans	Harcourt	
Ancient History	Oxford Press	
Mideval History	Oxford Press	
History of US	Prentice Hall	
Economics: Principles in Action	Prentice Hall	

**SCIENCE LABS**

Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.

Please note that there is no state standard for equipping science labs. The next best authority we have to rely on is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

This report was completed on 11/02/2011.

**NOTES:** Because we are an Independent Study Charter School, New Day Academy does not provide science labs. Many students fulfill the college entrance lab requirement, by taking a science lab course at local community colleges.

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
N/A	<input type="checkbox"/>	<input type="checkbox"/>

**SCHOOL FINANCES, 2009–2010**

We are required by the California Dept. of Education to report financial data from the 2009–2010 school year. More recent financial data is available on request from the district office.

**Spending per Student**

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school’s spending varies from the district and state averages. For example, we calculate the school’s variance from the district average using this formula:

$$\frac{(\text{SCHOOL AMOUNT} - \text{DISTRICT AVERAGE})}{\text{DISTRICT AVERAGE}}$$

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
<b>Unrestricted funds (\$/student)</b>	\$5,606	\$25,336	-78%	\$5,513	2%
<b>Restricted funds (\$/student)</b>	\$205	\$3,710	-94%	\$2,939	-93%
<b>Total (\$/student)</b>	\$5,811	\$34,419	-83%	\$8,452	-31%

**Compensation for Staff with Teaching Credentials**

To make comparisons possible across schools and districts of varying sizes, we report our compensation per full-time equivalent (FTE) certificated staff.\* A teacher/administrator/pupil services person who works full-time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE.

CERTIFICATED STAFF*	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
<b>Salary (\$/certificated staff)</b>	\$43,670	Not Available	Not Available	\$71,246	-39%
<b>Benefits (\$/certificated staff)</b>	\$7,751	Not Available	Not Available	\$16,062	-52%
<b>Total (\$/certificated staff)</b>	\$51,421	Not Available	Not Available	\$87,308	-41%

\* A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators.

## » Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.

