

School Fact Sheet, 2006–2007

DAVIS JOINT UNIFIED SCHOOL DISTRICT

Martin Luther King Continuation High School

ADDRESS: 635 B St., Davis, CA 95616 **PHONE:** (530) 757-5425

PRINCIPAL: Dave Egolf **GRADE RANGE:** 11–12 **SCHEDULE:** Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	6	7	7
Students per teacher	13	15	19
Average years of teaching experience	18	13	15
Teachers with one or two years of teaching experience	17%	15%	12%
Full credential holders	100%	91%	94%
Trainee credential holders	0%	0%	3%
Emergency permit holders	0%	9%	5%

SOURCE: 2006 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 18 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 94 percent of continuation high school teachers hold this credential.

Average Class Sizes

CORE COURSE	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
English	10	17	17
History/social science	9	18	18
Math	8	18	17
Science	10	17	18

SOURCE: 2006 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only.

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

Students

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	73	102	138
English learners	11%	22%	22%
Low-income students	36%	53%	50%
Students whose parents attended/graduated college	67%	36%	40%

SOURCE: 2006 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only.

The factors above may affect students' performance in school. Most of the eight students at our school designated as English learners speak Spanish at home.

COLLEGE PREPARATION

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

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Students meeting UC or CSU course requirements	0%	0%	3%
Students attending UC	0%	0%	0%
Students attending CSU	0%	0%	0%
Students attending community colleges	48%	27%	22%

SOURCE: 2006 CBEDS data, California Dept. of Education, California Postsecondary Education Commission. County and state averages represent continuation high schools only.

Information in this report changes throughout the year. This data was taken from the California Department of Education in August 2007. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.djUSD.k12.ca.us/district>

ACADEMIC PERFORMANCE

California Standards Tests

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

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

English/Language Arts (Reading and Writing)

Our school	15%	
Calif. continuation high schools	7%	

Algebra

Our school	N/A	NO DATA AVAILABLE
Calif. continuation high schools	3%	

US History

Our school	0%	
Calif. continuation high schools	5%	

Science

Our school	N/A	NO DATA AVAILABLE
Calif. continuation high schools	6%	

SOURCE: The scores for the California Standards Tests are from the spring 2007 test cycle. State averages represent continuation high schools only.

MEASURES OF ACADEMIC PROGRESS

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Please note that as of August 2007 our school had not been issued an API. The state expects schools to attain an API of 800 eventually. Many continuation high schools account for their results using the [Alternative School Accountability Model \(ASAM\)](#). If you see "N/A" in the tables below, ours may be an ASAM school.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all four criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

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

SOURCE: API growth score, 2007 test cycle. API and AYP current as of August 2007.
 *—Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
 N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.
 †—Includes schools in these programs: Immediate Intervention/Underperforming Schools and High Priority Schools Grant.

