

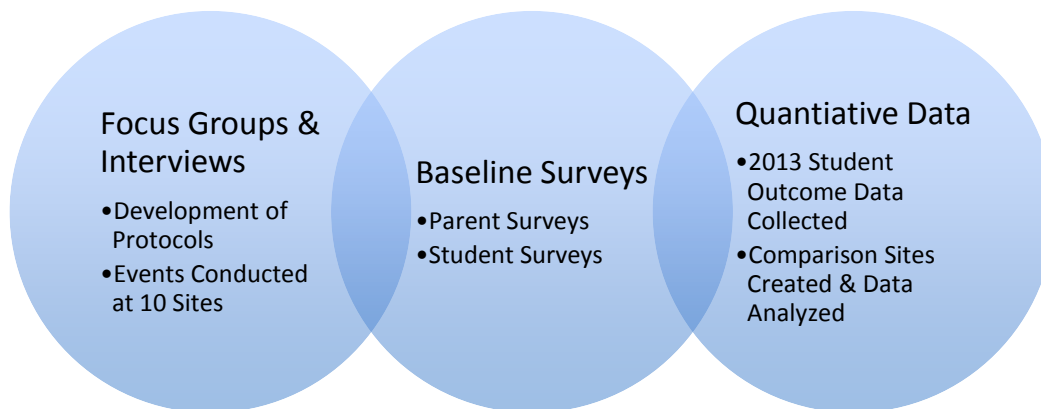
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## I. EVALUATION OVERVIEW

This second quarterly evaluation report provides a description of activities conducted between August 1, 2013 and October 30, 2013 by Gibson & Associates and Resource Development Associates, the External Evaluation Team (EE Team). This report is intended to provide stakeholders with information related to the data collection process and initial findings. In quarter two, the evaluation focused on developing and implementing baseline qualitative data measures and analyzing 2013 student outcomes.

### *Key Activities*



### *Qualitative Data*

The evaluation team developed protocols to collect baseline data from participants at each site. Survey questionnaires were developed and distributed for students in 5th, 8th, 10th, and 12th grades. Parent surveys were developed and distributed online and with paper copies. Focus group and interview protocols were developed for teachers, parents, students, and site administrators (see Appendix). Events were held at school sites between October 4th and 29th. The EE Team also interviewed KidsZone Director Nancy George and reviewed Decoto Neighborhood survey data collected in 2013.

### *Quantitative Data*

The EE Team collected student outcome data for 2013, and created school profiles and identified comparison sites in California to compare year-to-year progress.

### *Meetings*

Monthly meetings were conducted with the Project Director, and a member of the EE Team attended the Guiding Coalition meeting in September.

## II. FOCUS AREA: QUALITATIVE DATA COLLECTION

In this section we describe our data collection process and a few preliminary findings.

The table below provides an overview of individuals engaged in the site -level data collection process.

**Table 1. Site-Level Data Collection Process**

School Name	Students	Parent Focus Group	Faculty Focus Group	Admin Interviews
Alvarado Elementary	8 5th graders	8 parents	5 teachers	Yes
Alvarado Middle	4 8th graders	4 parents	4 teachers	Yes
Cesar Chavez Middle	6 8th graders	7 parents	5 teachers	Yes
Delaine Eastin	12 5th graders	6 parents	6 teachers	Yes
Guy Emanuele Jr.	7 5th graders	3 parents	4 teachers	Yes
Hillview Crest	7 5th graders	12 parents* (two events held)	5 teachers	Yes
Kitayama Elementary	13 5th graders	6 parents	4 teachers	Yes
Logan High School	11 10th, 6 12th	16 parents	(TBD)	Yes
Pioneer Elementary School	9 5th graders	5 parents	8 teachers	Yes
Searles Elementary	(TBD)	(TBD)	(TBD)	Yes

Teachers volunteered to participate and parents were notified of the event weeks in advance. Students were selected by teachers, who were asked to provide a cross-section of youth that included both leaders (student council representatives) and less engaged students. Student focus groups were held during lunch and pizza was provided. Faculty focus groups were held in the morning or afternoon by request of the school site. Parent focus groups were held just before the end of school in most cases as parents arrived to pick up their child. Administrator interviews were conducted at the school site.

### **Initial Findings**

While the data continues to be compiled and will be analyzed in greater depth over the next quarter, some preliminary findings are presented below to inform stakeholder discussion. In our next report we will provide more substantive analysis.

### **Faculty Focus Groups**

Most faculty who participated in the focus groups had attended professional development during the summer, in either a content area (Math, STEM, English Language Arts) and/or in Technology and Academic Parent Teacher Teams (APPT) training. Most had made some attempt to use this training in their classroom so far, and described looking forward to follow-up training to continue to support their implementation. Faculty described enthusiasm for the content, but several teachers mentioned that there were many simultaneous initiatives and that it may be difficult to master all or even one of them.

There appears to be differentiated professional learning needs for technology, with some teachers having greater initial skills to adapt and use the Chromebooks. Some teachers expressed frustration in not receiving sufficient professional development in using Chromebooks and other classroom technology. Many teachers commented that they rely on informal support from other faculty to support them in technology use. Most teachers described frustration with the current (pre-Chromebook distribution) student technology resources available, describing them as slow and outdated.

There appears to be a range of parent-site communication with teachers, with teachers at some sites reporting 1:1 communication with 90% or more of their students' families and some reporting contact with 50% or fewer. Methods of communication varied. Some teachers send a weekly e-mail newsletter and/or manual letters home. Many parents make contact with teachers during pick-up times.

### ***Parent Focus Groups and Surveys***

Over sixty parents participated in focus group events. Most focus groups were 30 minutes in length, but two sites had focus groups that were completed in an hour, one in two sittings and one in one sitting.

Many attending parents were/are active leaders in the school and classroom. Most parents who participated described feeling welcome at the school site. A few parents described regular use of Parents Connect for their middle and high school students. Most parents were aware of the Race to the Top grant, but also indicated a desire for learning more about the grant and its programs.

Conversations with parents revealed some ambivalence about the introduction of more technology into the classroom. Several parents described the advent of new technology through the Chromebooks as potentially positive, providing students with individual opportunities to work at their own pace and to keep up with other schools. In three separate focus groups, parents mentioned recent news about Los Angeles Unified's distribution of computers, which was in the news because of issues with student misuse and theft. Parents described wanting more information about how the Chromebooks will be used and what NHUSD will do to prevent theft, misuse, and other issues. Several parents expressed concern that distributing personal technology devices to students would serve to increase their children's dependence on technology.

Another concern raised in several focus groups was the lack of support for non-English speaking parents, especially the large number of Spanish-speaking parents in the district. Several parents pointed out that language barriers make it virtually impossible for them to communicate with their children's teachers or to support their children's academic progress.

Parents across language groups expressed interest in receiving more information on how to support students at home. Most parents felt their child was being graded fairly. There were mixed levels of understanding of how grades are determined. Parents commented that there may be too many areas addressed in progress reports and that the NWEA results were confusing.

Between September 15 and October 15, parents participated in surveys either online at home or at their school site. Over 1,000 surveys were received online from all 12 sites. Manual surveys have just been collected and will be tallied and included in our next report along with parent survey data.

### ***Student Focus Groups and Surveys***

More than seventy-five students participated in focus groups. Students were selected by their teachers, who were asked to provide a cross-section of students from both genders, different racial/ethnic backgrounds, and varying levels of engagement within the community.

Students described their school culture generally in positive terms. In most cases, students described being able to receive academic support from their teachers as needed.

In most cases students described feeling safe at school, and having safe options for getting to and from school. There were variances in students having an adult that they can trust at school.

Nearly all students indicate a desire to attend a four-year college after high school. Most elementary and middle school students described learning about college-career options at home or with family.

Between October 1 and October 15, 5th, 8th, 10th and 12th grade students completed surveys. These surveys will be tallied and reported on in our next report.

## II. FOCUS AREA: SCHOOL SITE DATA ANALYSIS BENCHMARK OUTCOMES

### *Methodology*

The External Evaluation Team established a performance baseline for each of NHUSD's traditional schools using achievement data dating back to the 2011-2012 school year. In addition, at the request of NHUSD, the EE Team identified a comparison site for each school. (These comparison sites are discussed in greater detail below.) Among elementary and middle schools, the EE Team compiled baseline data based on the following performance measures:

- California Standards Test (CST) in English Language Arts (ELA) and Math
- Academic Performance Index (API) base and growth scores

For James Logan High school, the EE Team also established a performance baseline based on students' performance on the math and ELA sections of the CST and NWEA. Additionally, the EE team also tracked students' performance on the following measures:

- California High School Exit Exam (CAHSEE) in ELA and Math
- Adequate Yearly Progress (AYP) in ELA and Math
- Scholastic Aptitude Test (SAT)
- Advanced Placement (AP) exams
- Cohort graduation rates

### *Matching Comparison Schools*

To identify comparison schools for each of New Haven Unified's traditional schools, the External Evaluation Team obtained data from several sources from the California Department of Education (CDE) and Ed-Data, a public-access education data website operated through a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team.

To perform an initial matching process, the EE Team used Ed-Data's "Schools like this..." tool to identify potential comparison schools based on 2011-12 information on school type (e.g. middle/junior high, Title I), API base scores, ethnic diversity index, enrollment, and minority percentage. Based on these criteria, Ed-Data generated a list of comparable schools; depending on the specific characteristics of each school, this list included anywhere from 3 or 4 to over 200 comparable schools. The EE Team then further narrowed potential comparison schools by identifying schools with an English language learner (ELL) population and minority distribution within 10% of each NHUSD school; with close AYP outcomes; within five pupils for average class size and for pupils per teacher; within five points of the ethnic diversity index; and within 20% of enrollment size.

We then drew 2011-12 school performance data from the CDE, including CST performance, Quality Snapshot reports, API base and growth data, and AYP achievement data. The EE Team compared

subgroup proficiency rates in CST ELA and math, subgroup API target achievement, and ethnic distribution. For the James Logan High School match, the EE Team also compared subgroup AYP target achievement, SAT scores, cohort graduation rate, and CAHSEE ELA and math 10<sup>th</sup> grade passing rates.

After this multi-step matching process, the EE Team selected the comparison that met the highest number of key criteria; particular importance was given to the proportion of the Latino population, ELL distribution, and CST ELA and math proficiency.

## SCHOOL-BY-SCHOOL COMPARISONS - ELEMENTARY AND MIDDLE SCHOOLS

The data presented for each site includes brief information on the school's year-to-year growth based on overall API performance and subgroup performance. This data is compared in contrast with the comparison sites' data. This is followed by a description of the school's demographics, and tables with the API growth data, the comparison sites growth data and the CST performance.

### *Alvarado Elementary School*

#### **Overall Student Performance**

- Alvarado Elementary School's overall API score decreased in 2012-13 compared with 2011-12.
  - Fewer subgroups reached their API growth targets in 2012-13 compared to 2011-12.
- The comparison site (Westlake Elementary) also had a lower school-wide API score in 2012-13 compared with 2011-12. However, while the API score declined across most subgroups, they were still able to meet their growth targets.
  - The percentage of Alvarado Elementary students scoring "Proficient" or "Advanced" in Math and ELA on the CST declined across most subgroups from 2011-12 to 2012-13.

Further details about Alvarado Elementary and its comparison school can be found in the Appendix.

#### **Demographics**

Listed below is the population data for subgroups forming 3% or more of the population in both years.

**Table 2. Alvarado Elementary Year-to-Year Enrollment\***

Overall Demographics	2011-2012	2012-2013
African American	8.2%	7.4%
Asian	20.9%	20.7%
Filipino	33.8%	32.9%
Hispanic/Latino	21.2%	22.9%
Two or More Races	8.0%	7.9%
White	4.5%	5.7%
Socioeconomically Disadvantaged	52.9%	53.9%
English Language Learner	48.5%	40.5%
With Disability	8.4%	9.4%
Total Enrollment	864	881

\*Source: California Department of Education

**Table 3. Alvarado Elementary Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth*	2012 Base	2013 Growth*
Schoolwide	853	855	856	811
African American	753	762**	761	764**
Asian	878	859	859	853
Filipino	881	873	873	838
Hispanic/Latino	813	843	843	738
White	884	901**	901	791**
Two or More Races	849	878**	882	839**
SEO Disadvantaged	816	820	821	777
English Learner	843	833	832	788
With Disability	772	751**	750	709**

\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**Table 4. Alvarado Elementary Comparison Site Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth*	2012 Base	2013 Growth*
Schoolwide	829	847	847	839
African American	n/a	n/a	n/a	750**
Asian	859	932**	933	935**
Filipino	869	861	859	850
Hispanic/Latino	779	802	803	806
Pacific Islander	864	856**	856	n/a
White	793	833**	833	811**
Two or More Races	n/a	n/a	n/a	n/a
SEO Disadvantaged	807	829	828	813
English Learner	804	845	844	831
With Disability	645	643**	643	554**

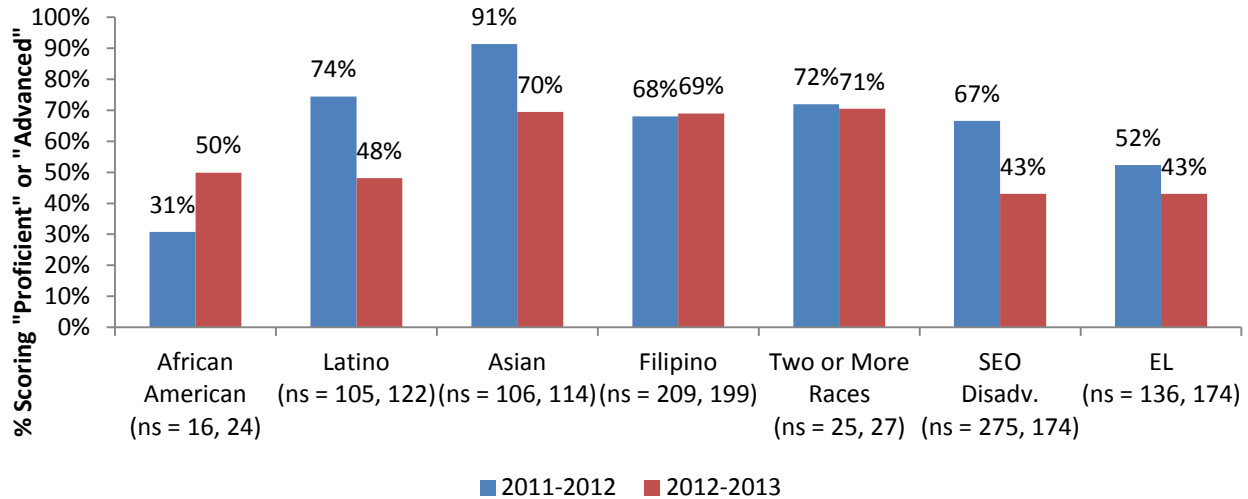
\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**Math Proficiency**

The following chart displays the percentage of students who score “Proficient” or “Advanced” in math, for all subgroups with more than 30 test-takers across both years of testing.

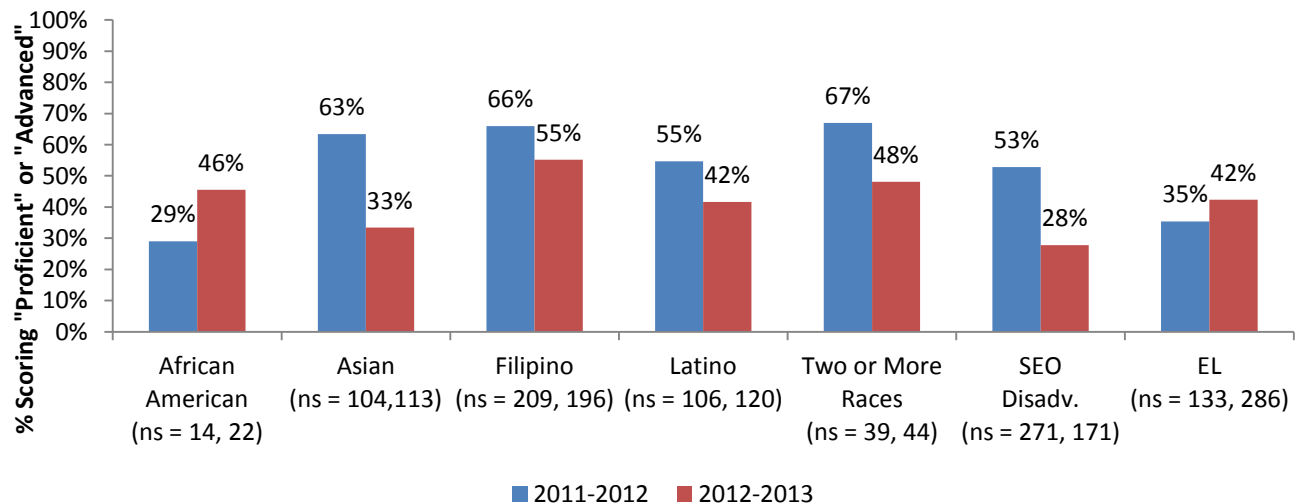
**Figure 1. Alvarado Elementary Year-to-Year Proficiency on CST Math**



**ELA Proficiency**

The following chart displays the percentage of students who score “Proficient” or “Advanced” in English Language Arts, for all subgroups with more than 30 test-takers across both years of testing.

**Figure 2. Alvarado Elementary Year-to-Year Proficiency on CST ELA**



## ***Alvarado Middle School***

### **Overall Student Performance**

- Based on overall API scores, Alvarado Middle declined in performance from 2011-12 to 2012-13
  - Fewer subgroups met their 2012-13 growth targets compared to 2011-12. However, performance among Hispanic/Latino students increased substantially and they were able to reach their growth target.
- The comparison site (Dallas Ranch Middle) had a lower API score in 2012-13 compared to 2011-12.
- On the CST, the proportions of Alvarado Middle students scoring “Proficient” or “Advanced” in Math and ELA declined across most subgroups from 2011-12 to 2012-13.

Further details about Alvarado Middle and its comparison school can be found in the Appendix.

### **Demographics**

Listed below is population data for subgroups forming 3% or more of the population in both years.

**Table 5. Alvarado Middle Year-to-Year Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	9.9%	8.9%
Asian	29.1%	28.2%
Filipino	28.0%	28.1%
Hispanic/Latino	15.7%	17.1%
Pacific Islander	4.4%	4.2%
White	7.0%	6.6%
Two or More Races	5.6%	6.8%
Socio-economically Disadvantaged	39.8%	40.4%
English Language Learner	28.8%	26.7%
With Disability	8.9%	8.0%
Total Enrollment	1,400	1,420



**Academic Performance Index**

**Table 6. Alvarado Middle Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth*	2012 Base	2013 Growth*
Schoolwide	814	817	819	812
African American	729	702	704	692
Asian	880	889	889	870
Filipino	833	819	821	827
Hispanic/Latino	738	742	747	775
Pacific Islander	754	791**	797	741**
White	789	839**	841	820**
Two or More Races	854	825**	826	797**
SEO Disadvantaged	747	752	755	749
English Learner	712	736	738	733
With Disability	618	611	620	586

\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**Table 7. Alvarado Middle Comparison Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth*	2012 Base	2013 Growth*
Schoolwide	762	781	792	779
African American	682	696	710	701
Asian	846	858	867	848
Filipino	848	867	875	875**
Hispanic/Latino	739	771	783	782
White	816	854	861	841
SEO Disadvantaged	705	719	732	734
English Learner	705	724	741	763
With Disability	524	554	570	540

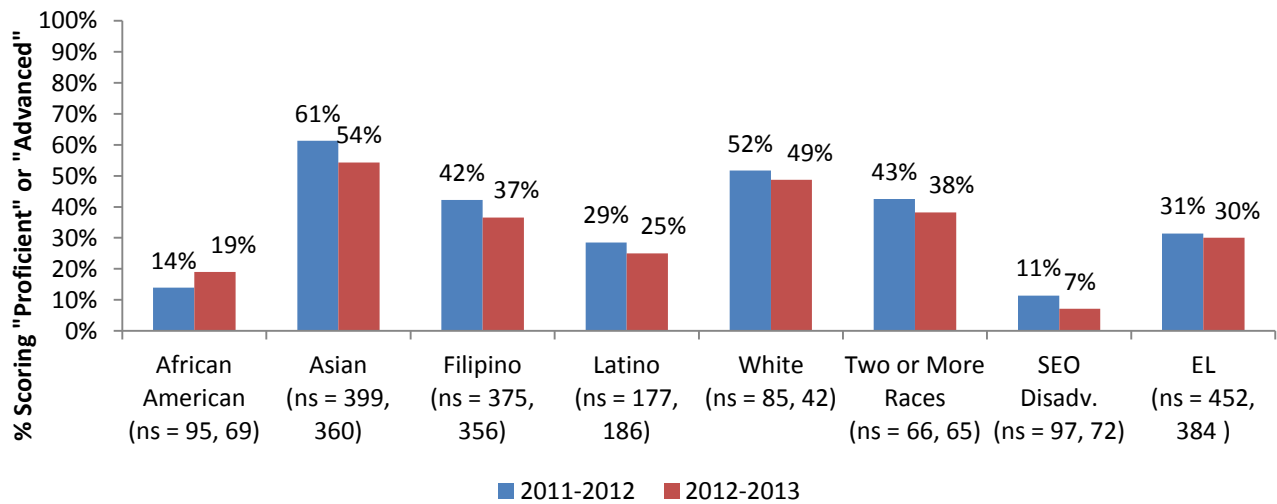
\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

### Math Proficiency

The following chart displays the percentage of students who score “Proficient” or “Advanced” in math, for all subgroups with more than 30 test-takers across both years of testing.

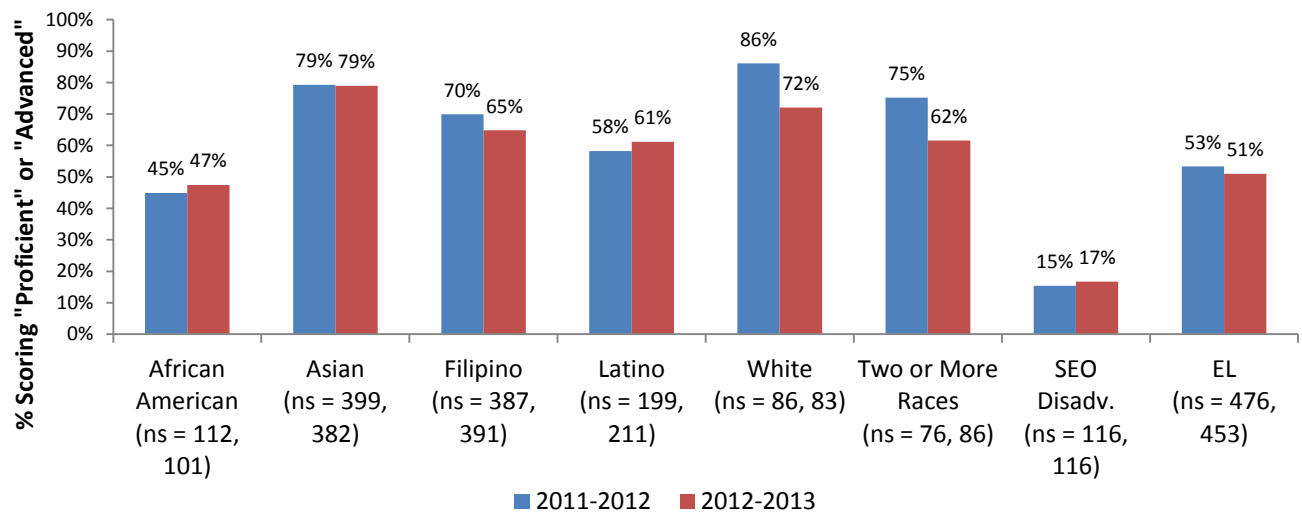
Figure 3. Alvarado Middle Year-to-Year Proficiency on CST Math



### ELA Proficiency

The following chart displays the percentage of students who score “Proficient” or “Advanced” in English Language Arts, for all subgroups with more than 30 test-takers across both years of testing.

Figure 4. Alvarado Middle Year-to-Year Proficiency on CST ELA



## ***Cesar Chavez Middle School***

### **Overall Student Performance**

- Based on overall API scores, Cesar Chavez Middle improved in performance from 2011-12 to 2012-13.
  - Most subgroups increased API scores and more subgroups met growth targets.
- The comparison site (Bancroft Middle) showed similar changes in API scores both in its overall score and across its student subgroups.
- On the CST in ELA, the proportions of Cesar Chavez Middle students scoring “Proficient” or “Advanced” decreased across nearly all student subgroups from 2011-12 to 2012-13.
- On the CST in Math, the proportions of Cesar Chavez Middle students scoring “Proficient” or “Advanced” increased among students who were Hispanic/Latino, White, of Two or More Races, Socioeconomically Disadvantaged, and English Learners.

Further details about Cesar Chavez Middle and its comparison school can be found in the Appendix.

### **Demographics**

Listed below is population data for subgroups forming 3% or more of the population in both years.

**Table 8. Cesar Chavez Middle Year-to-Year Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	7.6%	6.9%
Asian	11.9%	11.8%
Filipino	11.7%	11.3%
Hispanic/Latino	53.4%	55.6%
Pacific Islander	3.5%	3.2%
White	6.6%	5.5%
Two or More Races	5.1%	5.4%
Socioeconomically Disadvantaged	62.2%	63.5%
English Language Learner	40.2%	39.8%
With Disability	10.4%	9.9%
Total Enrollment	1,500	1,418

**Academic Performance Index**

**Table 9. Cesar Chavez Middle Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth*	2012 Base	2013 Growth*
Schoolwide	732	715	722	726
African American	661	670**	679	647**
Asian	850	857	860	840
Filipino	795	819	823	817
Hispanic/Latino	682	663	672	684
Pacific Islander	749	685**	695	730**
White	775	730**	736	742**
Two or More Races	849	777**	782	764**
SEO Disadvantaged	684	664	672	678
English Learner	660	650	659	662
With Disability	608	575	585	567

\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**Table 10. Cesar Chavez Middle Comparison Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth*	2012 Base	2013 Growth*
Schoolwide	714	702	701	709
African American	673	646	647	647
Asian	877	852**	851	818**
Filipino	768	764**	770	736**
Hispanic/Latino	682	676	674	682
White	775	791	790	819
Two or More Races	733	809**	803	844**
SEO Disadvantaged	681	671	670	672
English Learner	635	632	630	651
With Disability	550	552	556	544

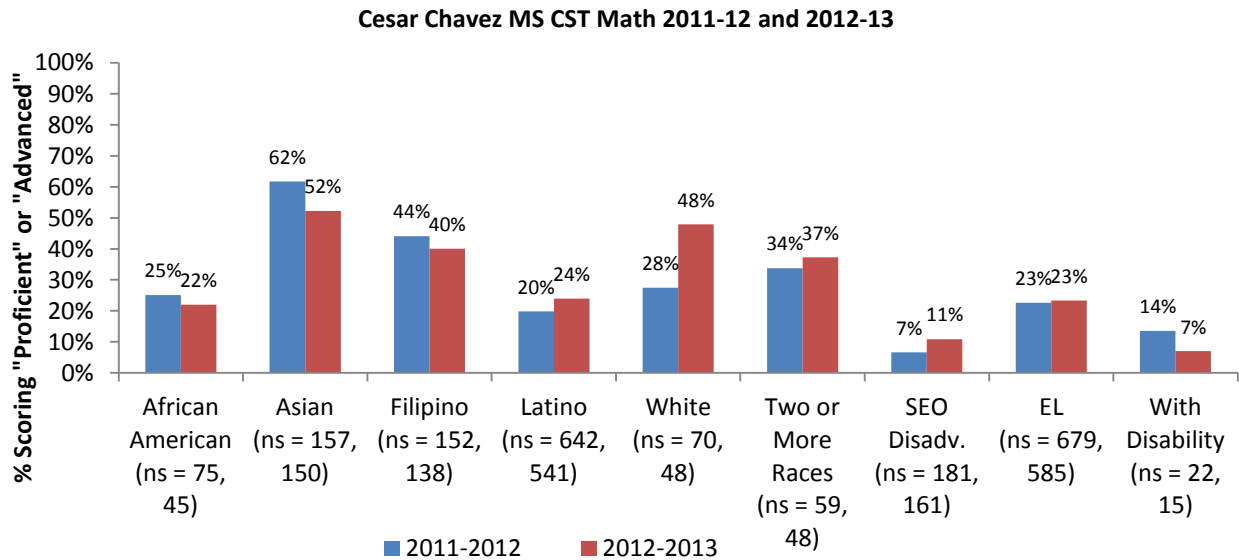
\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

### Math Proficiency

The following chart displays the percentage of students who score “Proficient” or “Advanced” in math, for all subgroups with more than 30 test-takers across both years of testing.

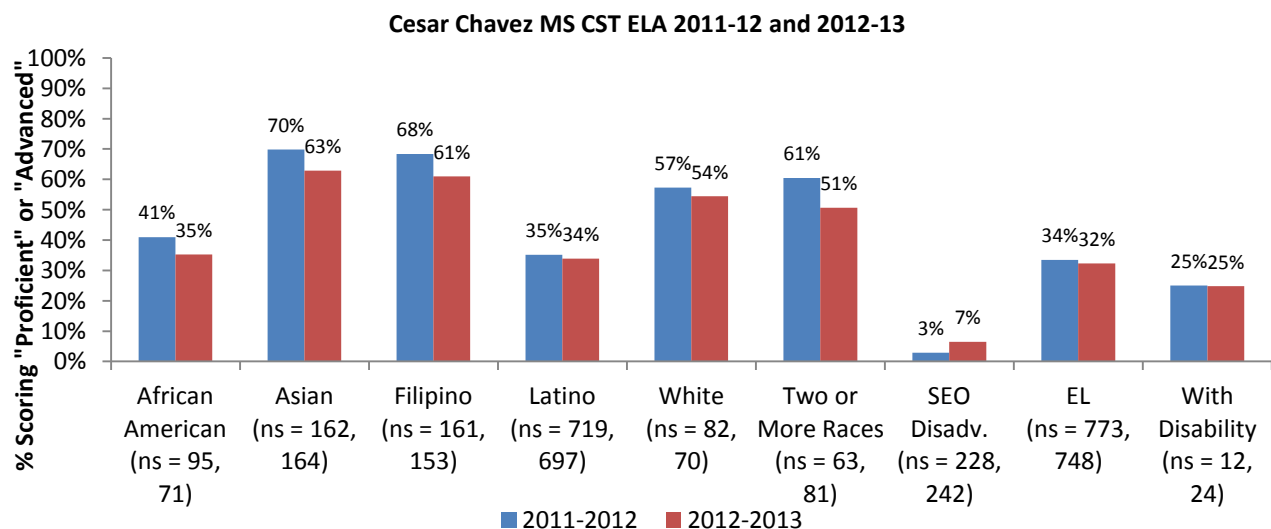
Figure 5. Cesar Chavez Middle Year-to-Year Proficiency on CST Math



### ELA Proficiency

The following chart displays the percentage of students who score “Proficient” or “Advanced” in English Language Arts, for all subgroups with more than 30 test-takers across both years of testing.

Figure 6. Cesar Chavez Middle Year-to-Year Proficiency on CST ELA



## ***Delaine Eastin Elementary School***

### **Overall Student Performance**

- Based on overall API scores, Delaine Eastin Elementary was already a high-performing school and they continued to improve in performance from 2011-12 to 2012-13.
  - The majority of subgroups increasing their API scores with more subgroups reaching their growth targets.
- The comparison site (Arlington Elementary) received a slightly lower API score from 2011-12 to 2012-13 but still met its growth target. The comparison subgroups had API growth target achievements similar to those of Delaine Eastin.
- On the CST in Math, the proportions of Delaine Eastin Elementary students scoring “Proficient” or “Advanced” from 2011-12 to 2012-13 decreased among students who were White and of Two or More Races. Otherwise, the proportions remained consistent among all other subgroups.
- On the CST in ELA, the proportions of Delaine Eastin Elementary students scoring “Proficient” or “Advanced” also decreased among students who were White and of Two or More Races. However, the results show a notable increase among socioeconomically-disadvantaged students.

Further details about Delaine Eastin Elementary and its comparison school can be found in the Appendix.

### **Demographics**

Listed below is population data for subgroups forming 3% or more of the population in both years.

**Table 11. Delaine Eastin Elementary Year-to-Year Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	5.3%	4.5%
Asian	43.3%	44.0%
Filipino	19.8%	19.7%
Hispanic/Latino	15.0%	15.7%
White	6.7%	7.3%
Two or More Races	7.5%	6.6%
Socio-economically Disadvantaged	21.5%	20.9%
English Language Learner	42.0%	38.7%
With Disability	6.3%	5.4%
Total Enrollment	922	924

**Academic Performance Index**

**Table 12. Delaine Eastin Elementary Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth*	2012 Base	2013 Growth*
Schoolwide	911	896	895	897
African American	814	848**	845	809**
Asian	984	924	923	934
Filipino	915	887	887	897
Hispanic/Latino	840	827**	828	819
White	929	938**	936	909**
Two or More Races	879	908**	906	899**
SEO Disadvantaged	835	815	813	800
English Learner	894	875	873	877
With Disability	771	792**	795	752**

\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**Table 13. Delaine Eastin Elementary Comparison School Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth*	2012 Base	2013 Growth*
Schoolwide	887	887	887	885
Asian	922	937	937	927
Hispanic/Latino	833	831	830	832
White	890	882**	882	860**
Two or More Races	887	881**	880	891**
SEO Disadvantaged	809	812	810	816
English Learner	858	869	867	859
With Disability	799	774**	775	772

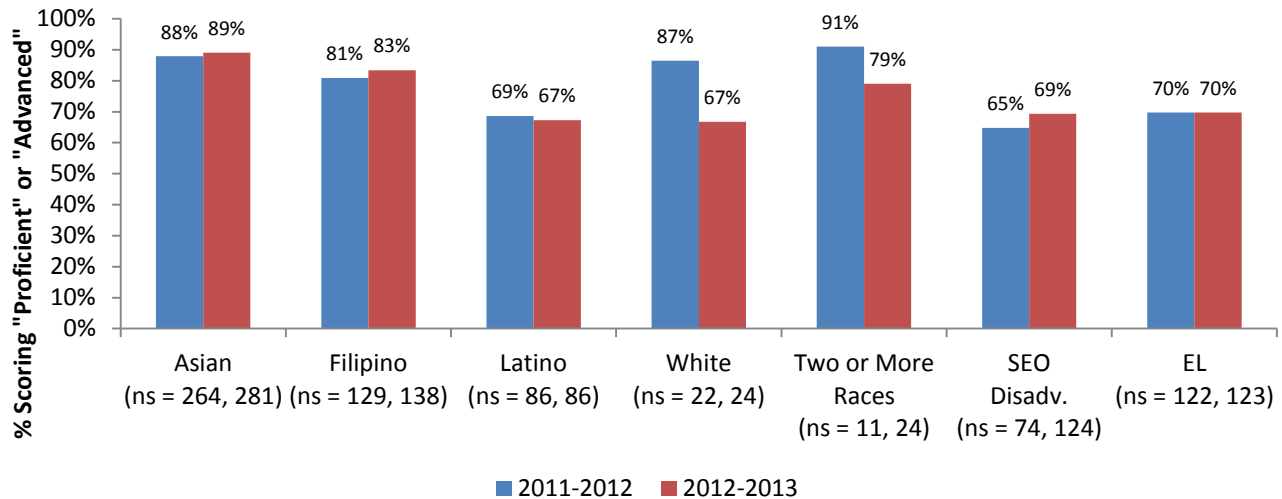
\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

### Math Proficiency

The following chart displays the percentage of students who score “Proficient” or “Advanced” in math, given that there were scores for more than 30 students per subgroup across both years of testing.

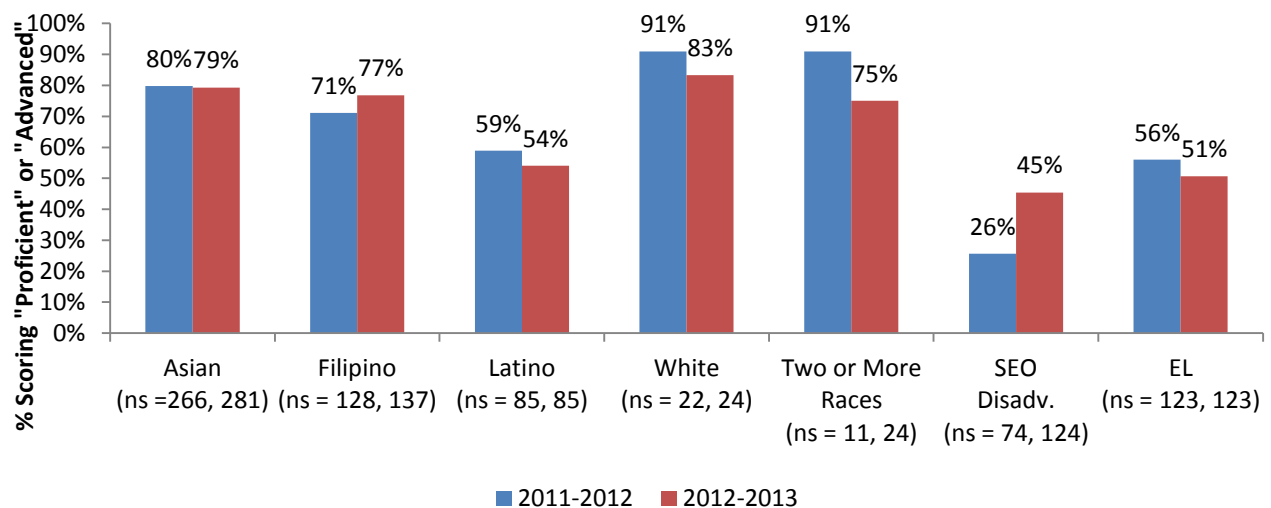
Figure 7. Delaine Eastin Elementary Year-to-Year Proficiency on CST Math



### ELA Proficiency

The following chart displays the percentage of students who score “Proficient” or “Advanced” in English Language Arts, given that there were scores for more than 30 students per subgroup across both years of testing.

Figure 8. Delaine Eastin Elementary Year-to-Year Proficiency on CST ELA





## ***Guy Jr. Emanuele Elementary School***

### **Overall Student Performance**

- Based on overall API scores, Guy Jr. Emanuele Elementary declined in performance from 2011-12 to 2012-13.
- The comparison site (Delta View Elementary) also showed a decline in its overall API score as well. However, the comparison site was still able to meet its growth target.
- On the CST in Math, Filipino students and English Learners had a slight decline in the proportions of students scoring “Proficient” or “Advanced” from 2011-12 to 2012-13. Otherwise, the proportions remained consistent among all other subgroups.
- On the CST in ELA, the proportions of Guy Jr. Emanuele Elementary students scoring “Proficient” or “Advanced” also decreased among students who were Asian and Filipino but increased among students who were Latino and socioeconomically disadvantaged.

Further details about Guy Jr. Emanuele Elementary and its comparison school can be found in the Appendix.

### **Demographics**

Listed below is the population data for all subgroups forming 3% or more of the population in both years.

**Table 14. Guy Jr. Emanuele Elementary Year-to-Year Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	7.8%	7.4%
Asian	15.9%	14.2%
Filipino	12.5%	11.6%
Hispanic/Latino	51.1%	54.8%
White	5.8%	5.7%
Two or More Races	4.5%	4.6%
Socioeconomically Disadvantaged	62.4%	66.8%
English Language Learner	53.2%	49.7%
With Disability	9.6%	10.0%
Total Enrollment	728	690

**Academic Performance Index**

**Table 15. Guy Jr. Emanuele Elementary Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth *	2012 Base	2013 Growth *
Schoolwide	800	798	798	776
African American	711	710**	708	681**
Asian	884	877**	877	856**
Filipino	906	897**	899	864**
Hispanic/Latino	752	752	752	745
White	799	794**	794	828**
Two or More Races	875	841**	841	772**
SEO Disadvantaged	758	753	753	727
English Learner	791	762	762	744
With Disability	663	624**	622	571**

\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**Table 16. Guy Jr. Emanuele Elementary Comparison School Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth *	2012 Base	2013 Growth *
Schoolwide	823	837	837	814
African American	737	778**	778	717**
Asian	902	902**	904	861**
Filipino	905	938	938	925**
Hispanic/Latino	784	786	785	784
White	829	852**	853	823**
Two or More Races	826	885**	885	873**
SEO Disadvantaged	791	792	792	770
English Learner	811	826	826	793
With Disability	650	592**	592	622**

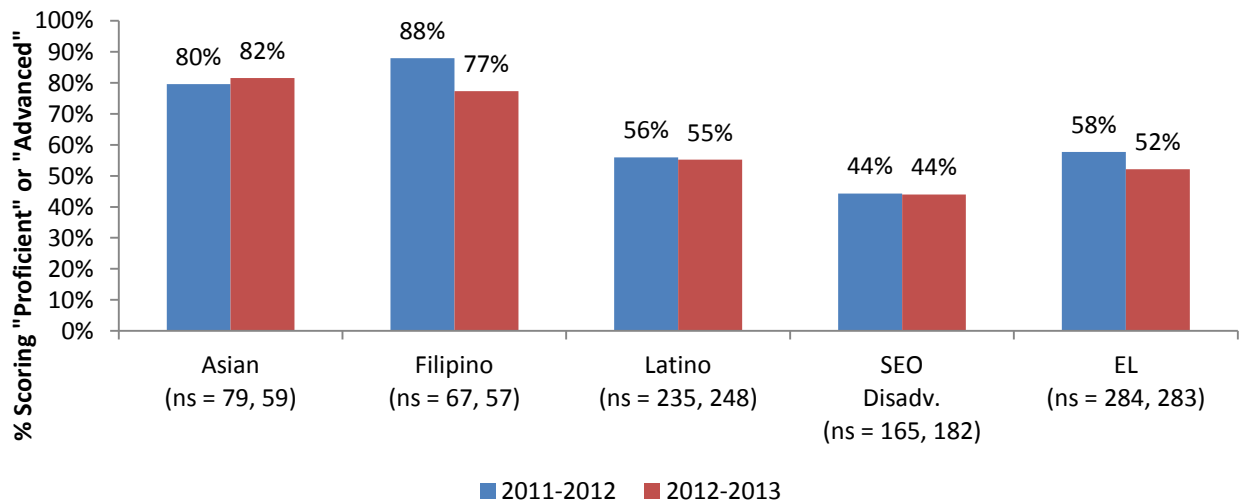
\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

### Math Proficiency

The following chart displays the percentage of students who score “Proficient” or “Advanced” in math, given that there were scores for more than 30 students per subgroup across both years of testing.

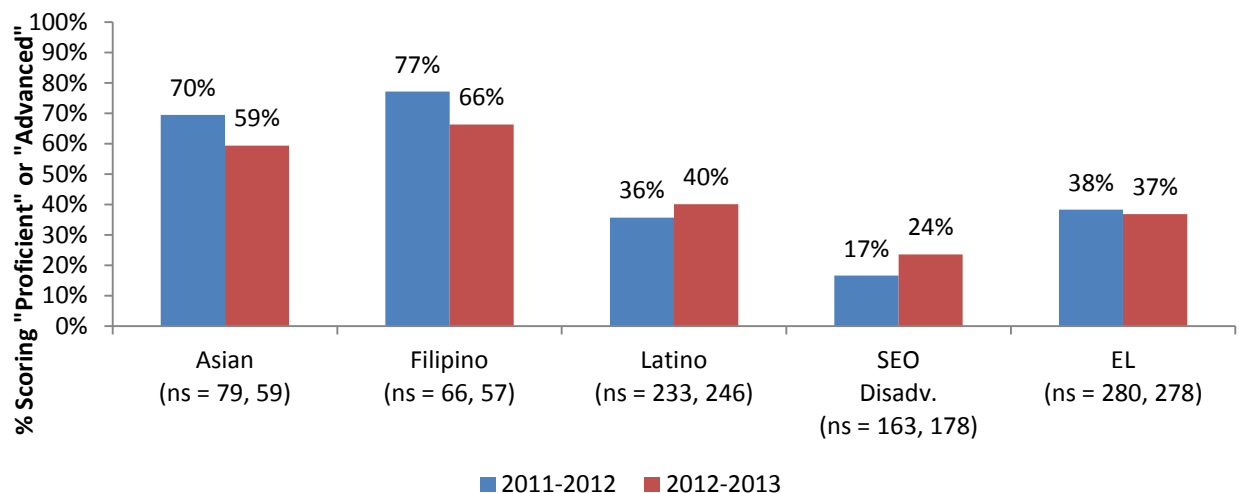
Figure 9. Guy Emanuele Elementary Year-to-Year Proficiency on CST Math



### ELA Proficiency

The following chart displays the percentage of students who score “Proficient” or “Advanced” in English Language Arts, given that there were scores for more than 30 students per subgroup across both years of testing.

Figure 10. Guy Emanuele Elementary Year-to-Year Proficiency on CST ELA



## **Hillview Crest Elementary School**

### **Overall Student Performance**

- Based on overall API scores, Hillview Crest Elementary had a slight decline in performance from 2011-12 to 2012-13.
- The comparison site (Lorenzo Manor Elementary) also experienced a decline in performance.
- On the CST in Math, the proportions of Hillview Crest students scoring “Proficient” or “Advanced” increased across all significant subgroups from 2011-12 to 2012-13.
- On the CST in ELA, the proportions of Hillview Crest Elementary students scoring “Proficient” or “Advanced” also decreased or remained consistent across all significant subgroups.

Further details about Hillview Crest Elementary and its comparison school can be found in the Appendix.

### **Demographics**

Listed below is the population data for subgroups forming 3% or more of the population in both years.

**Table 17. Hillview Crest Elementary Year-to-Year Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	6.7%	7.1%
Asian	5.5%	5.8%
Filipino	6.0%	6.7%
Hispanic/Latino	71.7%	69.0%
White	4.0%	4.6%
Two or More Races	4.6%	4.3%
Socioeconomically Disadvantaged	75.0%	72.6%
English Language Learner	56.2%	44.6%
With Disability	9.4%	9.3%
Total Enrollment	667	691

**Academic Performance Index**

**Table 18. Hillview Crest Elementary Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth *	2012 Base	2013 Growth *
Schoolwide	759	757	756	754
African American	694	732**	733	766**
Asian	838	808**	808	797**
Filipino	838	850**	850	865**
Hispanic/Latino	749	743	741	733
White	787	805**	805	785**
Two or More Races	768	769**	769	807**
SEO Disadvantaged	736	734	733	732
English Learner	754	738	738	731
With Disability	579	628**	625	549**

\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**Table 19. Hillview Crest Comparison School Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth *	2012 Base	2013 Growth *
Schoolwide	734	755	756	742
African American	673	768**	775	739**
Asian	783	740**	740	803**
Filipino	813	866**	866	826**
Hispanic/Latino	729	739	739	725
White	756	804**	804	789**
SEO Disadvantaged	718	741	741	727
English Learner	727	709	709	704
With Disability	653	647**	651	624**

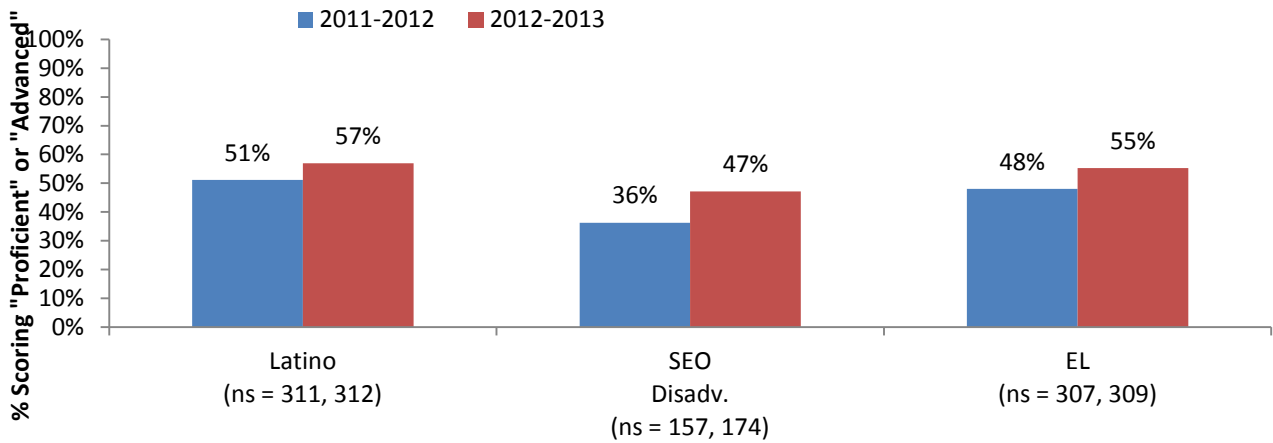
\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**Math Proficiency**

The following chart displays the percentage of students who score “Proficient” or “Advanced” in math, for student groups with 30 or more students across both years of testing.

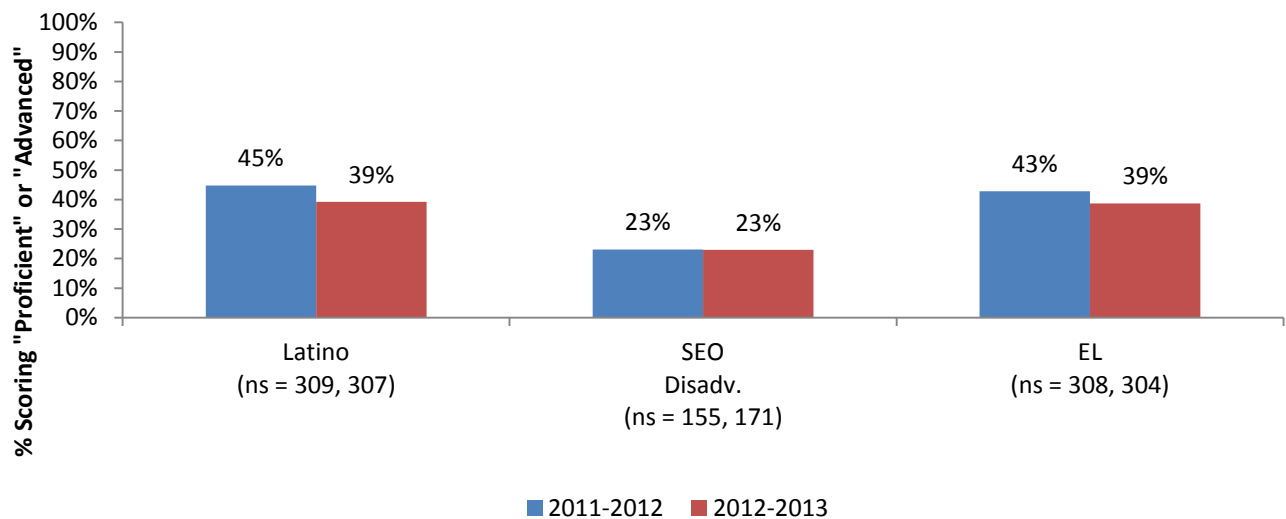
**Figure 11. Hillview Crest Elementary Year-to-Year Proficiency on CST Math**



**ELA Proficiency**

The following chart displays the percentage of students who score “Proficient” or “Advanced” in English Language Arts, for student subgroups of 30 or more across both years of testing.

**Figure 12. Hillview Crest Elementary Year-to-Year Proficiency on CST ELA**



## ***Pioneer Elementary School***

### **Overall Student Performance**

- Based on overall API scores, Pioneer Elementary increased in performance from 2011-12 to 2012-13.
- Conversely, the comparison site (John Muir Elementary) experienced an overall decline in performance.
- On the CST in Math, the proportions of Pioneer Elementary students scoring “Proficient” or “Advanced” from 2011-12 to 2012-13 increased across all significant subgroups except among Asian students.
- On the CST in ELA, the proportions of Pioneer Elementary students scoring “Proficient” or “Advanced” decreased among African American students and dramatically increased among socioeconomically-disadvantaged students. Otherwise, proficiency rates remained fairly consistent across all significant subgroups.

Further details about Pioneer Elementary and its comparison school can be found in the Appendix.

### **Demographics**

Listed below is the population data for subgroups forming 3% or more of the population in both years.

**Table 20. Pioneer Elementary Year-to-Year Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	9.5%	8.4%
Asian	37.9%	37.2%
Filipino	19.0%	18.1%
Hispanic/Latino	14.3%	17.9%
White	8.1%	8.3%
Two or More Races	8.2%	7.3%
Socioeconomically Disadvantaged	40.0%	39.4%
English Language Learner	46.9%	35.0%
With Disability	8.2%	6.1%
Total Enrollment	832	889

**Academic Performance Index**

**Table 21. Pioneer Elementary Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth*	2012 Base	2013 Growth*
Schoolwide	839	833	832	842
African American	729	724**	722	701**
Asian	904	894	894	894
Filipino	861	862	862	881
Hispanic/Latino	756	748**	747	752**
White	850	831**	831	843**
Two or More Races	815	808**	808	871**
SEO Disadvantaged	769	769	768	778
English Learner	831	821	821	852
With Disability	678	602**	599	599**

\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**Table 22. Pioneer Elementary Comparison School Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth*	2012 Base	2013 Growth*
Schoolwide	816	807	807	795
African American	741	703**	704	670**
Asian	816	828	829	823
Filipino	864	871**	871	876**
Hispanic/Latino	785	769	769	746
White	833	825	825	824
SEO Disadvantaged	768	761	761	761
English Learner	777	774	774	792
With Disability	675	638**	683	571**

\*highlighted cells indicate that students met their growth target

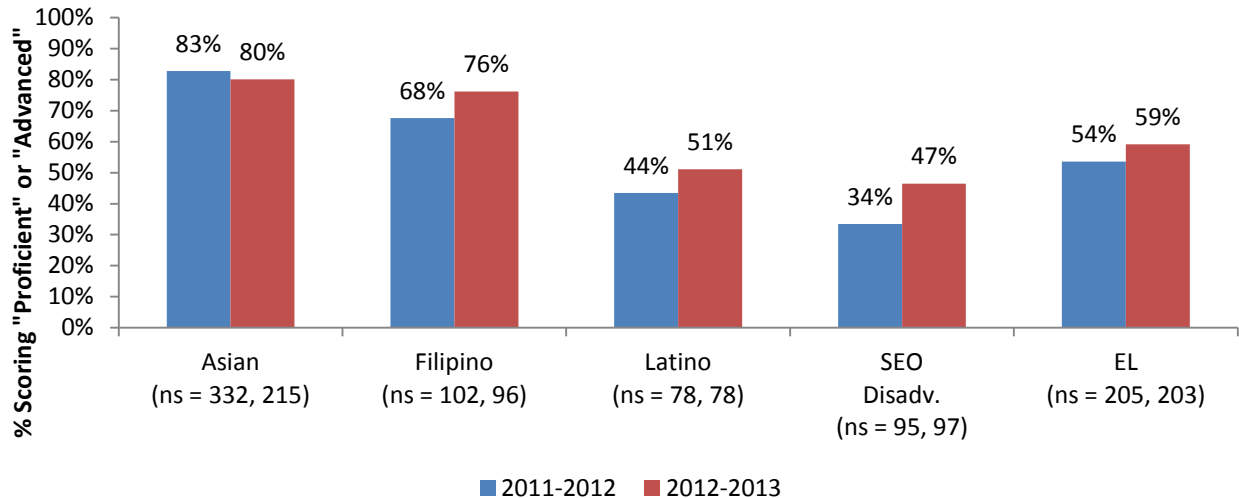
\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target



### **Math Proficiency**

The following chart displays the percentage of students who score “Proficient” or “Advanced” in math, given that there were scores for more than 30 students per subgroup across both years of testing.

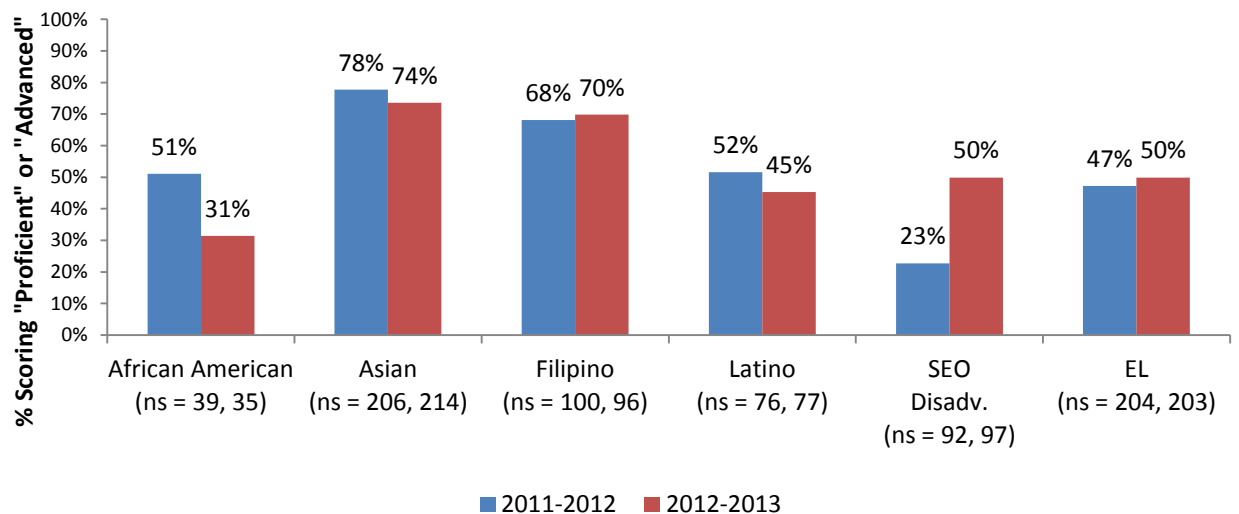
**Figure 13. Pioneer Elementary Year-to-Year Proficiency on CST Math**



### **ELA Proficiency**

The following chart displays the percentage of students who score “Proficient” or “Advanced” in English Language Arts, given that there were scores for more than 30 students per subgroup across both years of testing.

**Figure 14. Pioneer Elementary Year-to-Year Proficiency on CST ELA**



## **Searles Elementary School**

### **Overall Student Performance**

- Based on overall API scores, Searles Elementary increased in performance from 2011-12 to 2012-13.
  - The increased performance was reflected across nearly all student subgroups with several subgroups meeting their growth targets.
- The comparison site (Canoas Elementary) declined in overall performance. The decline was reflected across nearly all subgroups and none of the subgroups met their growth targets.
- On the CST in Math, the proportions of Searles Elementary students scoring “Proficient” or “Advanced” decreased slightly among Filipino students but otherwise remained consistent among all other significant subgroups from 2011-12 to 2012-13.
- On the CST in ELA, the proportions of Searles Elementary students scoring “Proficient” or “Advanced” increased among Filipino students but remained fairly consistent across all significant subgroups.

Further details about Searles Elementary and its comparison school can be found in the Appendix.

### **Demographics**

Listed below is the population data for all subgroups forming 3% or more of the population in both years.

**Table 23. Searles Elementary Year-to-Year Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	4.5%	5.6%
Asian	11.0%	10.5%
Filipino	9.1%	8.4%
Hispanic/Latino	64.6%	63.9%
White	4.3%	5.2%
Two or More Races	3.6%	3.8%
Socioeconomically Disadvantaged	66.2%	67.2%
English Language Learner	56.0%	46.6%
With Disability	7.0%	7.1%
Total Enrollment	718	717

**Overall Student Performance**

**Table 24. Searles Elementary Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth *	2012 Base	2013 Growth *
Schoolwide	763	749	747	760
African American	710	737**	730	695**
Asian	857	845**	845	851**
Filipino	785	815**	813	825**
Hispanic/Latino	732	715	714	725
White	860	868**	869	877**
Two or More Races	837	729**	729	878**
SEO Disadvantaged	730	718	717	732
English Learner	736	716	715	729
With Disability	590	568**	567	601**

\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**Table 25. Searles Elementary Comparison School Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth *	2012 Base	2013 Growth *
Schoolwide	777	745	745	735
African American	780	777**	778	794**
Asian	929	838**	839	875**
Hispanic/Latino	741	705	705	692
White	879	852**	852	805**
Two or More Races	n/a***	n/a***	n/a***	n/a***
SEO Disadvantaged	754	721	722	704
English Learner	740	708	709	674
With Disability	691	576**	557	630**

\*highlighted cells indicate that students met their growth target

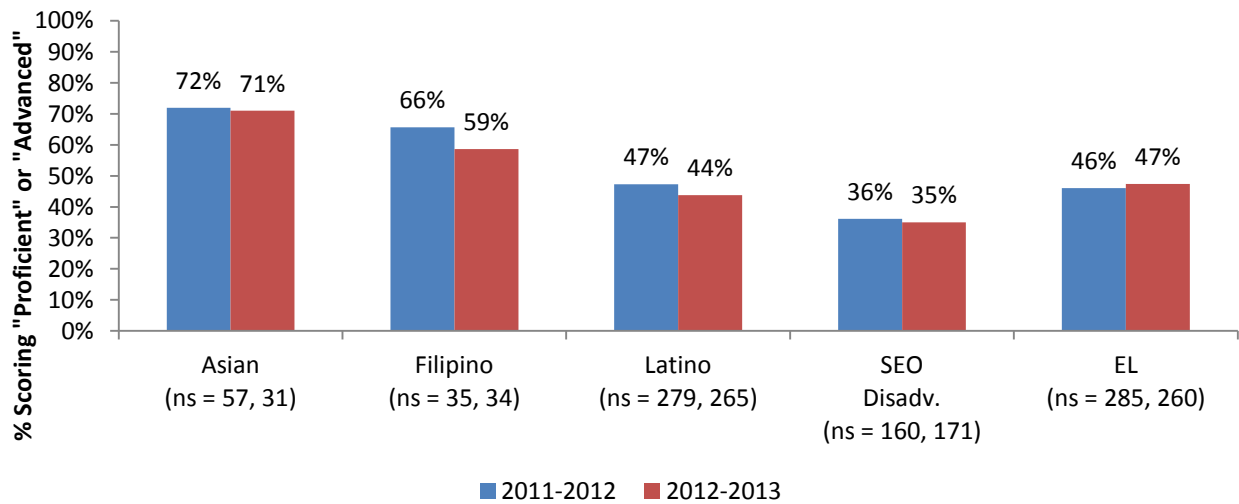
\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

\*\*\* CDE did not provide a score for this subgroup

**Math Proficiency**

The following chart displays the percentage of students who score “Proficient” or “Advanced” in math, given that there were scores for more than 30 students per subgroup across both years of testing.

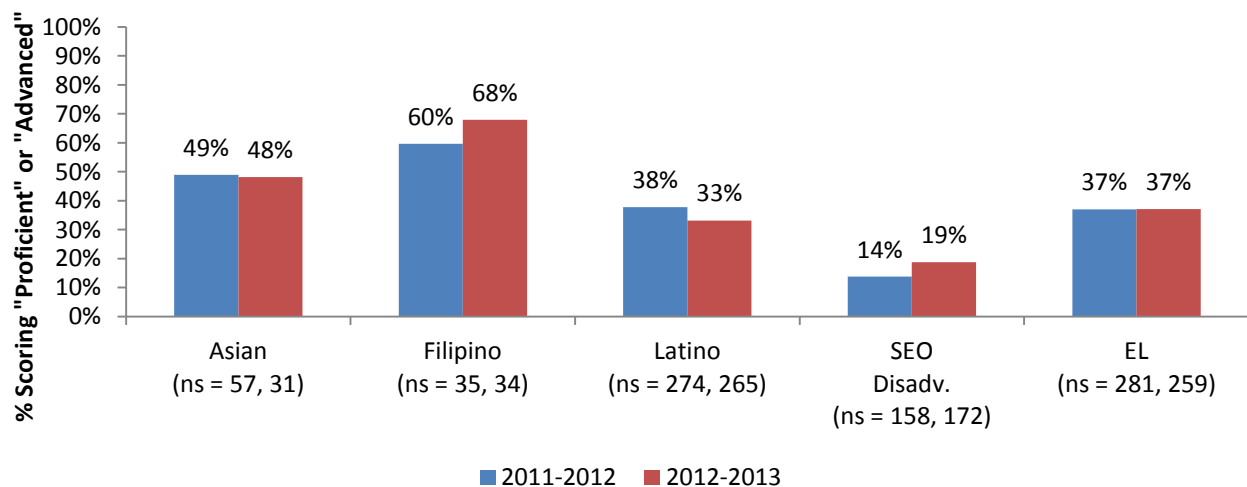
**Figure 15. Searles Elementary Year-to-Year Proficiency on CST Math**



**ELA Proficiency**

The following chart displays the percentage of students who score “Proficient” or “Advanced” in English Language Arts, given that there were scores for more than 30 students per subgroup across both years of testing.

**Figure 16. Searles Elementary Year-to-Year Proficiency on CST ELA**



## **Tom Kitayama Elementary School**

### **Overall Student Performance**

- Based on overall API scores, Tom Kitayama Elementary decreased in performance from 2011-12 to 2012-13.
  - The decline was reflected across the majority of student subgroups and fewer subgroups met their growth targets.
- The comparison site (Charles J. Carver Elementary) experienced a similar level of decline.
  - However, the subgroups that met the 2012 growth targets were still able to meet their 2013 growth targets.
- On the CST in Math, the proportions of Tom Kitayama Elementary students scoring “Proficient” or “Advanced” from 2011-12 to 2012-13 increased slightly among Asian and socioeconomically-disadvantaged students and slightly decreased among Filipino and White students.
- On the CST in ELA, the proportions of Tom Kitayama Elementary students scoring “Proficient” or “Advanced” increased slightly among Asian and socioeconomically-disadvantaged students and slightly decreased among students who were Filipino and English Learners.

Further details about Tom Kitayama Elementary and its comparison school can be found in the Appendix.

### **Demographics**

Listed below is the population data for all subgroups forming 3% or more of the population in both years.

**Table 26. Tom Kitayama Elementary Year-to-Year Enrollment**

<b>Overall Demographics</b>	<b>2011-2012</b>	<b>2012-2013</b>
African American	6.9%	6.2%
Asian	21.2%	21.5%
Filipino	14.5%	14.4%
Hispanic/Latino	36.7%	39.5%
White	8.3%	7.9%
Two or More Races	9.2%	7.0%
Socioeconomically Disadvantaged	44.3%	46.2%
English Language Learner	45.8%	41.7%
With Disability	8.2%	7.2%
<b>Total Enrollment</b>	<b>878</b>	<b>883</b>

**Academic Performance Index**

**Table 27. Tom Kitayama Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth*	2012 Base	2013 Growth*
<b>Schoolwide</b>	<b>841</b>	<b>832</b>	<b>830</b>	<b>827</b>
African American	811	781**	780	754**
Asian	897	864	862	873
Filipino	892	904	900	868**
Hispanic/Latino	771	781	779	795
Pacific Islander	809	844**	840	772**
White	890	862**	862	840**
Two or More Races	886	842**	841	858**
SEO Disadvantaged	783	767	765	763
English Learner	820	800	798	797
With Disability	745	778**	773	762**

\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**Table 28. Tom Kitayama Comparison School Year-to-Year API Base and Growth Scores**

Student Subgroup	2011-2012 Performance		2012-2013 Performance	
	2011 Base	2012 Growth*	2012 Base	2013 Growth*
Schoolwide	865	863	863	859
African American	833	816**	809	812**
Asian	925	947	947	923
Filipino	916	921**	921	909**
Hispanic/Latino	810	802	802	804
White	890	885**	885	894**
Two or More Races	926	952**	953	941**
SEO Disadvantaged	804	799	797	794
English Learner	832	839	839	822
With Disability	738	786**	784	757**

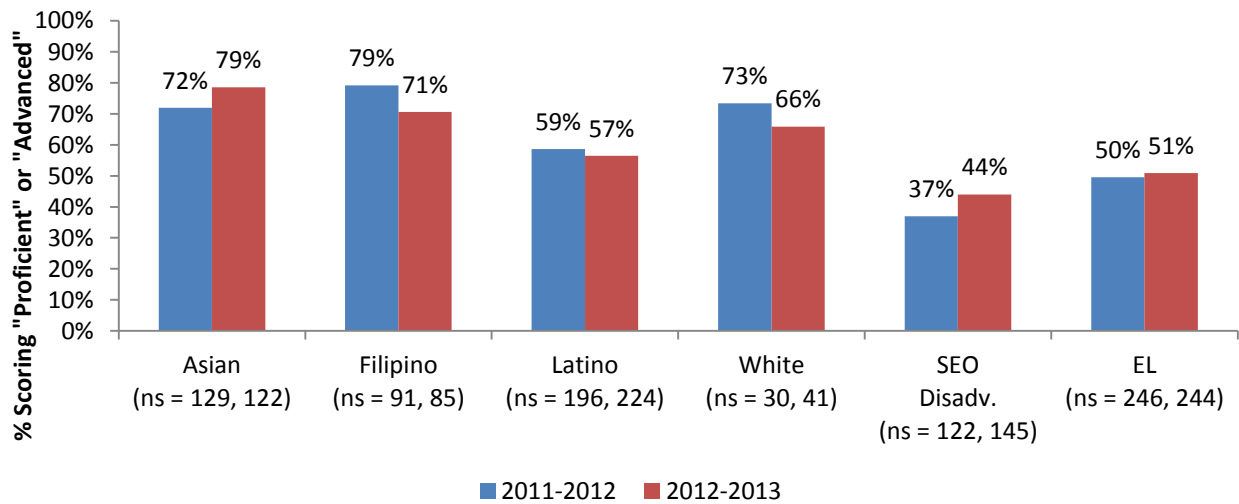
\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

### Math Proficiency

The following chart displays the percentage of students who score “Proficient” or “Advanced” in math, given that there were scores for more than 30 students per subgroup across both years of testing.

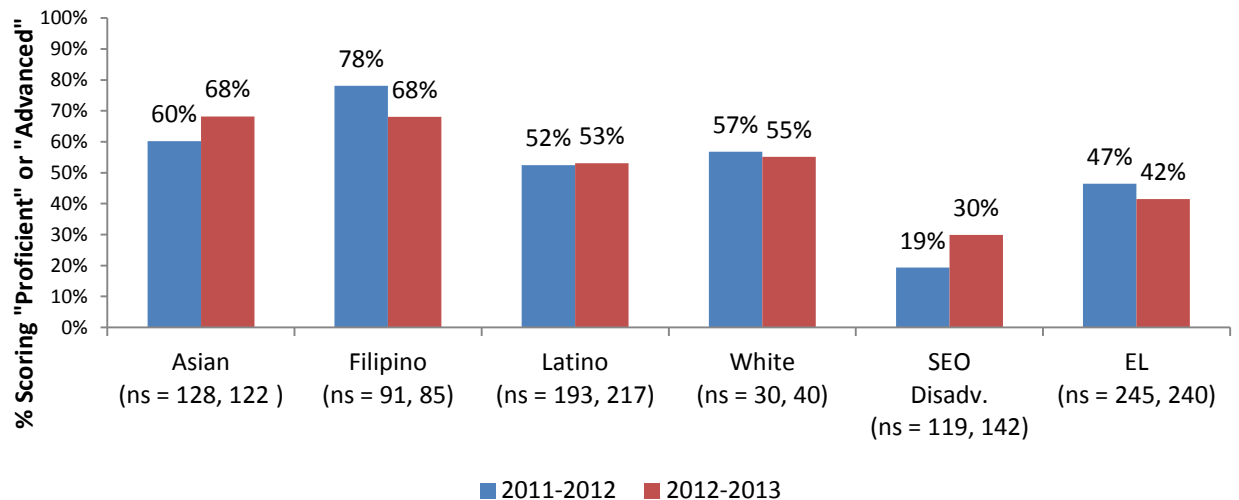
Figure 17. Tom Kitayama Elementary Year-to-Year Proficiency on CST Math



### ELA Proficiency

The following chart displays the percentage of students who score “Proficient” or “Advanced” in English Language Arts, given that there were scores for more than 30 students per subgroup across both years of testing.

Figure 18. Tom Kitayama Elementary Year-to-Year Proficiency on CST ELA



## ***James Logan High School*** **Overall Student Performance**

- Based on overall AYP rates in Math, James Logan High decreased in performance from 2011-12 to 2012-13.
  - This decline was reflected across the majority of student subgroups and none of the significant subgroups met their growth targets.
- The proportions of James Logan High students scoring “Proficient” or “Advanced” in the AYP ELA rates increased from 2011-12 to 2012-13, however, the school did not meet its 2013 target growth.
- The comparison site (Armijo High) showed a slightly greater level of decline in AYP proficiency rates in Math.
  - The decline was reflected across the majority of student subgroups. However, the African American students were able to meet their 2013 growth target.
- The comparison site experienced a slightly greater level of decline in AYP proficiency rates in ELA.
  - Among its student subgroups, the comparison school experienced a mixed level of achievement with about half the subgroups improving and half declining.
- James Logan High’s CAHSEE passing rates on both Math and ELA remained fairly consistent from 2011-12 to 2012-13.
  - However, the achievement gap among students who were English Learners or those who had disabilities when compared to other subgroups remained quite large.

Further details about James Logan High and its comparison school can be found in the Appendix.

**Table 29. James Logan High School Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	8.7%	8.9%
Asian	22.6%	22.1%
Filipino	21.3%	22.2%
Hispanic/Latino	31.6%	31.9%
Pacific Islander	4.3%	4.0%
White	8.8%	7.8%
Socio-economically Disadvantaged	46.6%	47.6%
English Language Learner	27.8%	26.6%
With Disability	8.4%	8.9%
Total Enrollment	4,133	3,934



**Math Proficiency**

**Figure 19. James Logan High AYP in Math**

	2011-2012 % Proficient	2012-2013 % Proficient
Schoolwide ( <i>ns</i> = 953, 979)	57.9%	57.1%
African American ( <i>ns</i> = 94, 74)	39.4%**	44.6%**
Asian ( <i>ns</i> =227 , 193)	79.3%	82.4%
Filipino ( <i>ns</i> = 218, 234)	72.9%	68.8%
Latino ( <i>ns</i> = 281, 322)	32.7%	37.0%
Pacific Islander ( <i>ns</i> = 48, 48)	56.2%**	52.1%**
White ( <i>ns</i> =66 , 71)	63.6%**	60.6%**
SEO Disadvantaged ( <i>ns</i> = 398, 482)	41.7%	43.2%
English Learner ( <i>ns</i> = 255, 263)	30.2%	29.3%
With Disability ( <i>ns</i> = 77, 92)	16.9%**	16.3%**

\*highlighted cells indicate that students met AYP criteria

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met AYP criteria

**Figure 20. Armijo High AYP in Math**

	2011-2012 % Proficient	2012-2013 % Proficient
Schoolwide ( <i>ns</i> = 616, 591)	55.0%	50.4%
African American ( <i>ns</i> = 83, 96)	31.3%**	43.2%**
Asian ( <i>ns</i> = 32, 26)	84.4%**	76.9%**
Filipino ( <i>ns</i> = 45, 23)	77.8%**	73.9%**
Latino ( <i>ns</i> = 235, 265)	44.3%	43.8%
White ( <i>ns</i> = 109, 73)	69.7%	54.8%**
Two or More Races ( <i>ns</i> = 100, 87)	65.0%	59.8%**
SEO Disadvantaged ( <i>ns</i> = 319, 367)	42.6%	42.2%
English Learner ( <i>ns</i> = 209, 161)	46.9%	26.1%
With Disability ( <i>ns</i> = 52, 69)	16.9%**	20.3%**

\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**ELA Proficiency**

**Figure 21. James Logan High AYP in ELA**

	2011-2012 % Proficient	2012-2013 % Proficient
Schoolwide (ns = 943, 934)	63.2%	63.7%
African American (ns = 91, 64)	56.0%**	45.3%**
Asian (ns = 224, 192)	76.8%	76.6%
Filipino (ns = 218, 230)	75.7%	77.0%
Hispanic/Latino (ns = 275, 300)	45.5%	47.7%
White (ns = 67, 66)	65.7%**	65.2%**
SEO Disadvantaged (ns = 391, 448)	48.3%	51.3%
English Learner (ns = 251, 247)	28.7%	28.7%
With Disability (ns = 61, 54)	19.7%**	25.9%

\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

**Figure 22. Armijo High AYP in ELA**

	2011-2012 % Proficient	2012-2013 % Proficient
Schoolwide (ns = 614, 596)	54.2%	50.2%
African American (ns = 83, 96)	43.4%**	45.8%
Asian (ns = 31, 26)	67.7%**	76.9%**
Filipino (ns = 46, 23)	60.9%**	78.3%**
Hispanic/Latino (ns = 235, 267)	43.0%	40.8%
White (ns = 107, 72)	72.9%	55.6%**
Two or More Races (ns = 100, 90)	61.0%	63.3%
SEO Disadvantaged (ns = 316, 370)	41.5%	38.6%
English Learner (ns = 209, 163)	41.1%	20.2%
With Disability (ns = 48, 71)	20.8%**	16.9%**

\*highlighted cells indicate that students met their growth target

\*\*there was not a numerically significant number of students in this subgroup to determine if the group met growth target

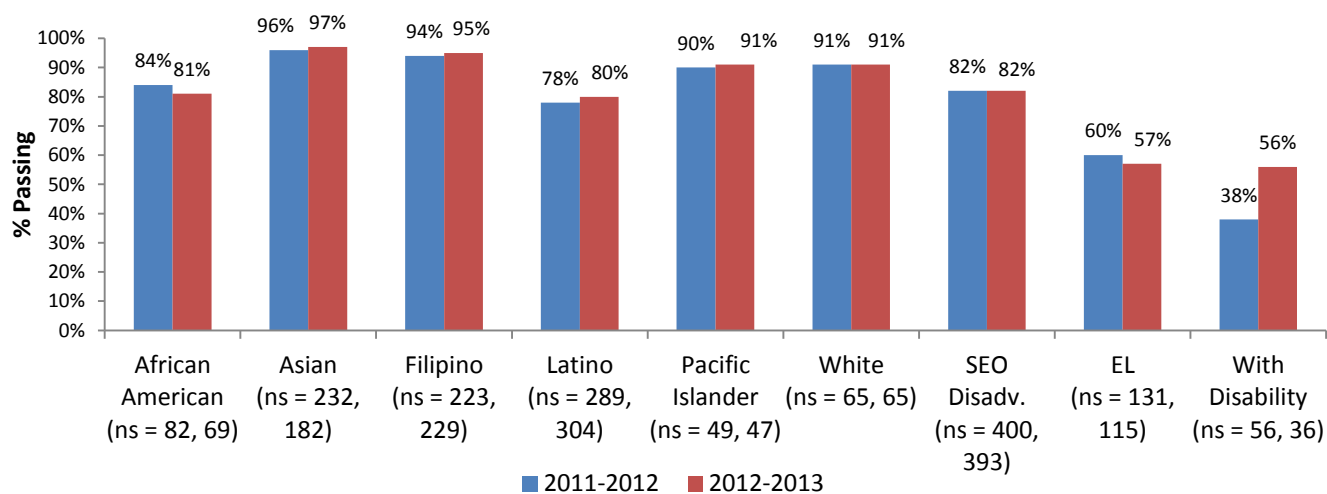
**College Readiness**

*CAHSEE Performance*

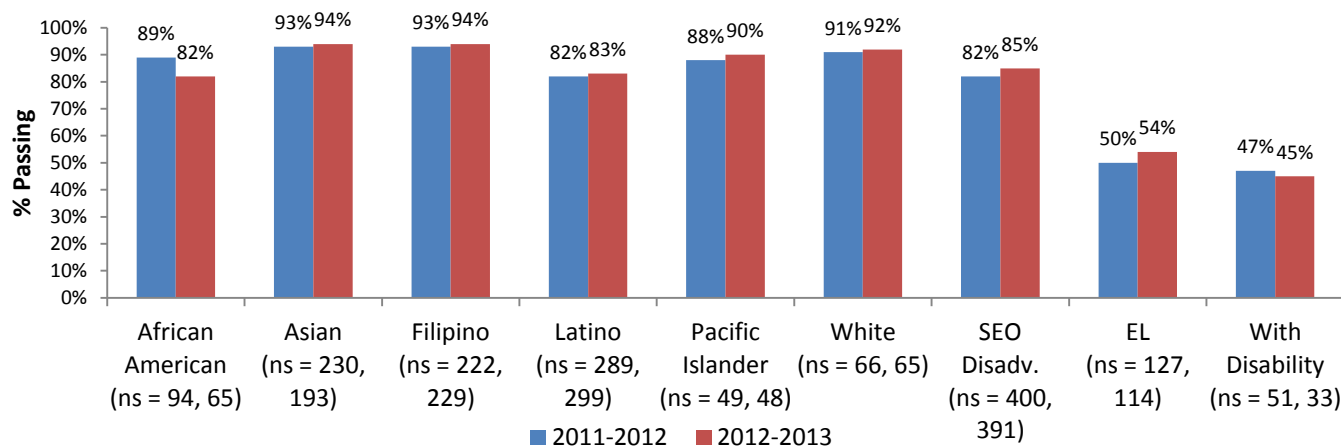
In California, all students (with the exception of some students with disabilities) must pass the CAHSEE to earn a high school diploma. The CAHSEE is administered to grade 10 students several times throughout the year and assesses students' proficiency in grade level reading, writing, and math skills. The exam is administered and scored in two sections: math and ELA. Students who do not pass one or more sections of the test may retake it, including up to two chances in grade 11 and up to five chances in grade 12.

In this evaluation, the EE team reviewed school-level CAHSEE data among grade 10 students who may have taken the CAHSEE at any point throughout each school year. The data is provided at a school-level aggregate by the CDE. Due to the re-take allowance, this may result in duplicated students in the data.

**Figure 23. James Logan CAHSEE Math Year-to-Year Passing Rates**



**Figure 24. James Logan High CAHSEE ELA Year-to-Year Passing Rates**



**AP Exam Performance**

The CDE provides data on the number of grade 11 and 12 students enrolled in school, the unduplicated number of students who took one or more AP exam, and the total numbers of exams passed with a score of three or higher. Because students may take more than one exam during the school year, the number of exams passed may exceed the number of students taking the exam. The EE team provides the percentage of students who took one or more exams and the total number of exams passed.

**Table 30. James Logan High AP Exam Participation and Passing**

	Grades 11 and 12 Students Enrolled	% Took One or More Exams	Total Exams Passed
2011-2012	2,079	29.6%	796

**SAT Performance**

The CDE provides data on the number of grade 12 students enrolled in school, the unduplicated percentage of students who took the SAT, the average score per subsection, and the percentage of students who score 1500 or above.

**Table 31. SAT Participation and Performance**

	Grade 12 Students Enrolled	% Took SAT	Critical Reading Average	Math Average	Writing Average	% Scoring 1500+
<b>Logan</b>	1,047	46.1%	491	524	489	45.8%
<b>Armijo</b>	414	42.5%	494	502	479	45.5%

**Graduation Rates**

At the end of the 2011-2012 school year, James Logan graduated 85.6% of its cohort students while Armijo graduated 89.0% of its cohort students.

**Table 32. Cohort Graduation Rates**

	Logan	Armijo
African American (ns = 81, 81)	76.5%	85.2%
Asian (ns = 269, 33)	89.2%	90.9%
Filipino (ns = 220, 43)	92.7%	95.4%
Hispanic/Latino (ns = 286, 148)	78.0%	85.8%
Pacific Islander (ns = 42, 0)	88.1%	-
White (ns = 100, 82)	89.0%	85.4%
Two or More Races (ns = 0, 65)	-	100.0%
SEO Disadvantaged. (ns = 495, 253)	81.2%	86.6%
English Learner (ns = 222, 64)	70.3%	79.7%
With Disability (ns = 121, 55)	71.9%	69.1%

## IV. NEXT STEPS

The next steps in the evaluation include collection of quantitative student data and data analysis. The following outlines the activities to be conducted in the next three months

- Data Collection:
  - NHUSD data
    - disciplinary infractions/suspensions
    - attendance
    - mandatory juvenile justice referrals
    - NWEA scores
- Data analysis
  - Surveys of parents, students, any new (since August) teacher survey data
  - Interviews and FGs w students, parents, teachers, principals
  - NHUSD data
    - disciplinary infractions/suspensions
    - attendance
    - mandatory juvenile justice referrals
    - NWEA scores
  - Kids' Zone:
    - Decoto Survey
    - Kids Zone Academic Data
- Meetings
  - Monthly meetings w RTTTD Director
  - Quarterly Guiding Coalition Meeting

## IV. APPENDIX: FOCUS GROUP AND INTERVIEW PROTOCOLS

### High School Student Focus Group Protocol

The purpose of this conversation is to get information about student experiences in school. We want to understand what the school does well and what could be better. All of our information is kept confidential. We do not describe any individual student experience. If you agree with a statement someone else says or disagree, as well, please share your response. Thank you for participation

# of students	Grade level	Number of boys	Number of girls	Race/Ethnicity
---------------	-------------	----------------	-----------------	----------------

Question	
1.	Describe a typical English class.
2.	Describe a typical math class.
3.	Do you feel that your teachers understand your learning needs in math? in English? Why/why not?
4.	Do you understand the grades you receive? Do you feel you are graded fairly by teachers? Why or why not?
5.	How do you and your teachers and use computers/ technology during school? How do you use technology outside of school?
6.	Is there a teacher or an adult at the school that you can talk to when you have a problem? What is it about the person that makes them easy to talk to?
7.	What kind of activities do you participate in after school?
8.	Are there additional resources available if you need additional academic support? Describe.
9.	What are your goals after high school? Describe.
10.	What supports have you received from school to plan for life after high school?
11.	Are you currently taking AP courses or planning on taking AP courses? Why or why not?
12.	Have you taken the PSAT or the SAT? If so, when? If not, why not?
13.	Do you participate in any career-technical classes through school? (What made you select them? or Why haven't you taken them?)
14.	What makes you feel safe at school?
15.	What safety concerns do you have at school/and/or getting to and from school?
16.	What club or school activities do you participate in outside of class at school?

### **Eighth Grade Student Focus Group Protocol**

The purpose of this conversation is to get information about student experiences in school. We want to understand what the school does well and what could be better. All of our information is kept confidential. We do not describe any individual student experience. If you agree with a statement someone else says or disagree, as well, please share your response. Thank you for participation.

# of students	Grade level	Number of boys	Number of girls	Race/Ethnicity
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Question	
1.	Describe a typical English class. Do you feel that your teachers understand your learning needs in English? Why or why not?
2.	Describe a typical math class. Do you feel that your teachers understand your learning needs in math? Why/why not?
3.	Do you understand the grades you receive? Do you feel you are graded fairly by teachers? Why or why not?
4.	How do you and your teachers use computers/ technology during school? How do you use technology outside of school?
5.	Is there a teacher or an adult at the school that you can talk to when you have a problem? What is it about the person that makes them easy to talk to?
6.	What kind of activities do you participate in after school?
7.	Are there additional resources available if you need additional academic support? Describe.
8.	What are your goals after high school? Describe.
9.	What supports have you received from school to plan for life after high school?
10.	What makes you feel safe at school?
11.	What safety concerns do you have at school/and/or getting to and from school?
12.	Do you participate in club or school activities outside of class at school?

### Elementary School (5th Grade) Student Focus Group Protocol

The purpose of this conversation is to get information about student experiences in school. We want to understand what the school does well and what could be better. All of our information is kept confidential. We do not describe any individual student experience. If you agree with a statement someone else says or disagree, as well, please share your response. Thank you for participation.

# of students	Grade level	Number of boys	Number of girls	Race/Ethnicity
---------------	-------------	----------------	-----------------	----------------

Question
1. Describe a typical English lesson.
2. Describe a typical math lesson.
3. Do you feel you are graded fairly by teachers? Why or why not?
4. How do you and your teachers use computers/ technology during school? How do you use technology outside of school?
5. Can you talk to your teacher when you have a problem? What is it about the person that makes them easy to talk to?
6. What kind of activities do you participate in after school?
7. Can you get support for homework or school work if you need it?
8. What makes you feel safe at school?
9. Do you have any safety concerns at school/and/or getting to and from school?
10. Do you know what you want to do after high school?



### Parent Focus Group Protocol

The purpose of this conversation is to get information about parent experiences in school. We want to understand what the school does well and what could be better. All of our information is kept confidential. We do not describe any individual parent experience. If you agree with a statement someone else says or disagree, as well, please share your response. Thank you for participation.

# of parents	Grade level of Students
	1. What do you like best about this school?
	2. How welcome do you feel when you come to school?
	3. How often do you communicate with your child's teachers? And in what way?(Phone call, email, website)
	4. Do you feel that your child's teachers know your child well?
	5. Do you understand the grades your child receives? Do you feel that your child is graded fairly?
	6. Does your child use a computer at home for school work?
	7. What kind of activities does your child participate in after school?
	8. Are there resources for your child if he/she needs additional academic support? What about non-academic support?
	9. What are your goals for your child after high school? How are you planning for that?
	10. What can the school do to help you be more involved in your child's academic learning?
	11. Have you used Parent Connect? If so, how does that involve you in your students' learning?
	12. How do you learn about child's academic program?
	13. Do you attend Back to School Night, Open House or other parent information events? Why or why not?

### Teacher Focus Group

The purpose of this conversation is to get information about teacher experiences in the district as a baseline for the start of the Race to the Top grant. All of our information is kept confidential. We do not describe any individual teacher experience. If you agree with a statement someone else says or disagree, as well, please share your response. Thank you for participation.

# of teachers	Grade levels being taught	# of years teaching at the site
---------------	---------------------------	---------------------------------

1.	Describe the professional development received so far in Math (or English) in Common Core at your site and at the district level.	
2.	Describe the type of collaboration at your site between teachers at your grade level and in your subject area. Frequency-quality.	
3.	Describe any in-classroom coaching support you have received if any this year.	
4.	Describe how you use technology in your classroom. How do your students use technology?	
5.	In what ways do you use technology to individualize or personalize learning for students (if any)?	
6.	Describe any schoolwide or grade-level procedures and policies for grading. If there aren't any, how do you assess student performance?	
7.	Are you familiar with support services/agencies for students at the school? Do you refer parents-families to these agencies?	
8.	Are you familiar with after school programs for youth at your site?	
9.	How many parents have you had a chance to speak to so far this year?	
10.	Describe any supports you have received for helping parents.	
11.	Do you understand current teacher evaluation procedures?	
12.	Do you feel all students' academic needs are met? Why or why not?	
13.	Do you feel like you have leadership opportunities at this school? Explain.	
14.	Do you feel supported by school leadership? Why or why not?	
15.	Do you feel supported by district leadership? Why or why not?	

**Principal/Site Administrator Interview**

Thank you for your participation in baseline data collection for Race to the Top. As you know, we are asking questions of teachers, students and parents. We are requesting a brief (15 minute) interview for your input as well. Our external team from Gibson & Associates and RDA are collecting data and will provide aggregate results. Thank you for your participation.

**1. Please describe your understanding of the Race to the Top District Grant.**

1= Not at all, 2= A little understanding, 3=Mostly, but questions remain, 4=Very clear understanding  
 Explain in a few words.

**2. Please describe the levels of collaboration at your site.**

1=Minimal, 2= Few collaborative teams, 3=Mostly collaborative in most grades/departments  
 4=Highly collaborative within grades/departments and across grades/departments.

**3. Please describe grading policies/systems currently implemented at your site.**

1=Inconsistent, unclear, 2= A few policies/systems, 3=Mostly consistent, 4=Very consistent/clear  
 Explain in a few words.

**4. Please describe teacher use of technology to personalize learning.**

1=Minimal use, 2=A few teachers use technology to personalize learning, 3=About half use technology regularly to personalize learning, 4=More than half use technology to personalize instruction.  
 Explain in a few words.

**5. Please describe your current level of parent/family engagement in student learning.**

1. Minimal family-school communication. 2. A few consistent parents-families attend events, but most are not engaged. 3. Some families are partners in student learning. 4. Very high engagement at all levels.

**6. Please describe your school culture in terms of college-career awareness.**

1. Minimal discussions of college-career. 2. A few conversations, but not part of our school culture. 3. Strong pockets of college-career awareness. 4. College-career awareness embedded in our culture.

**7. If your teachers participated in summer professional development activities, please describe any visible impressions/impact so far of this professional development.**

<b>Summer Professional Development</b>	<b>Participation or Impact so far? Explain</b>
Reading Apprenticeship (RAISE) - WestEd (ELA/SCI/SOC) (Grade 7 -12)	
Comprehension At The Core –Stephanie Harvey Consultants (K-6)	
Expository Reading and Writing Course (ERWC) - (9-12)	
Technology Professional Development	
Academic Parent Teacher Teams (APTT) – WestEd	
Coaching Foundations – New Teacher Center	
Math Studio – Teacher’s Development Group	

**For Kids' Zone schools only** (Searles, Emanuele, Hillview Crest, Cesar Chavez MS, Logan HS):

**8. Please describe the extent to which Kids' Zone services are integrated into your school?**

1. We are not really utilizing KZ services yet. 2. KZ services have started but there are not enough of them or they are not serving enough kids. 3. We have a lot of KZ services and are working to educate teachers and staff about how to fully utilize them. 4. These services are fully integrated into our school resources.

**9. Please describe how well Kids' Zone services are meeting the needs of your students.**

1. KZ services are not that useful. 2. KZ services are helpful but there is a lot of need that is not being addressed by these services. 3. These services are an important starting point for helping our students' academic and non-academic needs. 4. These services are critical for helping our students succeed.

## IV. APPENDIX: COMPARISON SITE DEMOGRAPHICS AND DATA

### Alvarado Elementary and Westlake Elementary

**Table 33. Westlake Elementary Enrollment**

	Westlake Elementary	
	2011-2012	2012-2013
Overall Demographics		
African American	3.1%	3.2%
Asian	11.5%	10.8%
Filipino	39.6%	40.5%
Hispanic/Latino	24.1%	22.7%
Pacific Islander	3.1%	4.4%
White	14.4%	16.2%
Two or More Races	3.4%	3.7%
Socioeconomically Disadvantaged	60.9%	65.1%
English Learner	46.2%	49.7%
With Disability	8.7%	5.4%
Total Enrollment	381	370

**Table 34. Westlake Elementary Year-to-Year Proficiency on CST**

	Math		ELA	
	2011-2012	2012-2013	2011-2012	2012-2013
Latino ( <i>ns</i> = 32, 31, 32, 31)	74.8%	73.9%	47.0%	58.1%
Asian ( <i>ns</i> = 12, 11, 12, 11)	83.0%	92.0%	75.0%	82.0%
Filipino ( <i>ns</i> = 112, 94, 112, 94)	72.4%	75.7%	67.9%	63.7%
Socioeconomically Disadvantaged ( <i>ns</i> = 160, 63, 160, 63)	66.2%	36.5%	56.4%	36.5%
English Learners ( <i>ns</i> = 126, 160, 126, 160)	64.3%	55.0%	50.9%	55.0%

**Alvarado Middle and Dallas Ranch Middle**

**Table 35. Dallas Ranch Middle Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	32.8%	33.6%
Asian	9.2%	8.8%
Filipino	8.2%	6.8%
Hispanic/Latino	25.8%	28.6%
White	19.3%	16.4%
Two or More Races	3.5%	4.2%
Socio-economically Disadvantaged	48.8%	54.5%
English Language Learner	18.5%	20.3%
With Disability	10.2%	10.6%
Total Enrollment	1,386	1,353

**Table 36. Dallas Ranch Middle Year-to-Year Proficiency on CST**

	Math		ELA	
	2011-2012	2012-2013	2011-2012	2012-2013
African American ( <i>ns</i> = 328, 309, 433, 407)	34.7%	33.7%	42.3%	40.1%
Asian ( <i>ns</i> = 101, 105, 128, 127)	76.2%	63.8%	71.2%	64.8%
Filipino ( <i>ns</i> = 95, 83, 118, 103)	67.4%	75.0%	78.0%	70.3%
Latino ( <i>ns</i> = 262, 297, 326, 367)	48.2%	52.4%	65.3%	52.1%
White ( <i>ns</i> = 218, 188, 262, 218)	67.9%	62.4%	70.7%	66.8%
Socioeconomically Disadvantaged ( <i>ns</i> = 58, 80, 77, 105)	22.5%	20.3%	9.1%	8.5%
English Learners ( <i>ns</i> = 482, 536, 617, 660)	42.7%	42.0%	45.1%	42.7%
With Disability ( <i>ns</i> = 32, 35, 45, 41)	24.7%	31.3%	31.1%	24.1%

**Cesar Chavez Middle and Bancroft Middle**

**Table 37. Bancroft Middle Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	23.1%	21.8%
Asian	6.9%	7.5%
Filipino	3.8%	4.2%
Hispanic/Latino	48.3%	47.8%
White	11.9%	13.6%
Socioeconomically Disadvantaged	72.4%	71.5%
English Language Learner	34.7%	38.3%
With Disability	11.7%	11.7%
Total Enrollment	974	962

**Table 38. Bancroft Middle Year-to-Year Proficiency on CST**

	Math		ELA	
	2011-2012	2012-2013	2011-2012	2012-2013
African American ( <i>ns</i> = 194, 175, 206, 188)	10.9%	10.7%	34.3%	29.6%
Asian ( <i>ns</i> = 43, 64, 68, 68)	65.0%	54.7%	72.2%	64.8%
Filipino ( <i>ns</i> = 26, 25, 28, 30)	19.2%	20.1%	46.5%	37.0%
Latino ( <i>ns</i> = 429, 421, 430, 420)	18.3%	20.4%	39.7%	37.6%
White ( <i>ns</i> = 91, 119, 103, 118)	44.2%	49.0%	63.8%	71.9%
Socioeconomically Disadvantaged ( <i>ns</i> = 157, 125, 159, 122)	5.0%	4.8%	5.7%	0.0%
English Learners ( <i>ns</i> = 596, 590, 604, 585)	19.7%	37.4%	19.7%	33.2%
With Disability ( <i>ns</i> = 15, 27, 24, 12)	13.0%	22.2%	20.8%	8.0%

**Delaine Eastin Elementary and Arlington Elementary**

**Table 39. Arlington Elementary Enrollment**

Overall Demographics	2011-2012	2012-2013
Asian	40.3%	42.9%
Hispanic/Latino	26.0%	26.3%
White	10.9%	10.4%
Two or More Races	15.5%	15.2%
Socio-economically Disadvantaged	28.6%	30.7%
English Language Learner	24.3%	24.0%
With Disability	17.9%	16.1%
Total Enrollment	608	597

**Table 40. Arlington Elementary Year-to-Year Proficiency on CST**

	Math		ELA	
	2011-2012	2012-2013	2011-2012	2012-2013
Asian ( <i>ns</i> = 156, 166, 157, 165)	93.7%	92.3%	85.3%	83.6%
Latino ( <i>ns</i> = 116, 111, 115, 109)	64.6%	67.8%	69.7%	59.5%
White ( <i>ns</i> = 25, 11, 26, 12)	68.0%	64.0%	69.1%	50.0%
Two or More Races ( <i>ns</i> = 67, 59, 67, 59)	82.0%	93.1%	77.7%	83.0%
Socioeconomically Disadvantaged ( <i>ns</i> = 43, 45, 43, 45)	74.6%	66.7%	60.5%	42.2%
English Learners ( <i>ns</i> = 104, 101, 102, 98)	58.8%	64.4%	60.8%	57.2%
With Disability ( <i>ns</i> = 13, 22, 16, 11)	77.0%	75.0%	54.5%	73.0%



**Guy Emanuele Jr. Elementary and Delta View Elementary**

**Table 41. Delta View Elementary Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	10.2%	9.8%
Asian	10.4%	9.3%
Filipino	12.8%	12.4%
Hispanic/Latino	50.1%	51.3%
White	5.5%	5.2%
Socioeconomically Disadvantaged	58.8%	61.8%
English Language Learner	38.9%	47.6%
With Disability	5.6%	7.3%
Total Enrollment	786	820

**Table 42. Delta View Elementary Year-to-Year Proficiency on CST**

	Math		ELA	
	2011-2012	2012-2013	2011-2012	2012-2013
African American ( <i>ns</i> = 47, 44, 47, 44)	70.6%	50.0%	46.7%	38.9%
Asian ( <i>ns</i> = 48, 48, 48, 48)	94.0%	81.0%	71.0%	70.8%
Filipino ( <i>ns</i> = 82, 79, 82, 79)	87.6%	84.7%	83.1%	77.1%
Latino ( <i>ns</i> = 206, 236, 204, 234)	63.5%	59.2%	49.2%	47.3%
White ( <i>ns</i> = 16, 16, 16, 16)	88.0%	51.9%	81.0%	63.0%
Socioeconomically Disadvantaged ( <i>ns</i> = 133, 167, 132, 165)	58.8%	51.7%	34.1%	30.2%
English Learners ( <i>ns</i> = 285, 314, 285, 312)	65.5%	57.4%	49.7%	45.2%
With Disability ( <i>ns</i> = 20, 12, 17, 12)	n/a	25.0%	n/a	25.0%

**Hillview Crest Elementary and Lorenzo Manor Elementary**

**Table 43. Lorenzo Manor Elementary Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	9.9%	10.5%
Asian	4.5%	5.5%
Filipino	5.0%	5.5%
Hispanic/Latino	70.1%	69.0%
White	6.2%	5.8%
Socioeconomically Disadvantaged	72.1%	74.8%
English Language Learner	50.8%	49.9%
With Disability	7.7%	5.9%
Total Enrollment	646	678

**Table 44. Lorenzo Manor Elementary Year-to-Year Proficiency on CST**

	Math		ELA	
	2011-2012	2012-2013	2011-2012	2012-2013
African American ( <i>ns</i> = 15, 39, 15, 39)	47.0%	43.7%	40.0%	41.2%
Asian ( <i>ns</i> = 15, 26, 15, 25)	n/a	n/a	n/a	n/a
Filipino ( <i>ns</i> = 22, 22, 23, 21)	n/a	n/a	n/a	n/a
Latino ( <i>ns</i> = 290, 275, 288, 272)	50.0%	50.5%	35.1%	36.0%
White ( <i>ns</i> = 11, 27, 11, 26)	82.0%	n/a	73.0%	n/a
Socioeconomically Disadvantaged ( <i>ns</i> = 157, 170, 156, 168)	36.1%	39.4%	15.5%	19.8%
English Learners ( <i>ns</i> = 276, 300, 275, 298)	50.2%	49.8%	38.4%	36.8%
With Disability ( <i>ns</i> = 11, 16, 11, 12)	9.0%	n/a	9.0%	n/a

**Pioneer Elementary and John Muir Elementary**

**Table 45. John Muir Elementary Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	8.4%	8.1%
Asian	27.9%	26.6%
Filipino	13.0%	11.2%
Hispanic/Latino	26.7%	28.3%
White	19.6%	18.8%
Socioeconomically Disadvantaged	40.4%	53.7%
English Language Learner	26.9%	26.2%
With Disability	7.3%	12.0%
Total Enrollment	670	676

**Table 46. John Muir Elementary Year-to-Year Proficiency on CST**

	Math		ELA	
	2011-2012	2012-2013	2011-2012	2012-2013
African American ( <i>ns</i> = 38, 10, 38, 11)	n/a	0.0%	n/a	18.0%
Asian ( <i>ns</i> = 133, 138, 132, 138)	67.1%	66.1%	62.0%	57.2%
Filipino ( <i>ns</i> = 61, 56, 60, 56)	75.4%	70.0%	76.7%	66.0%
Latino ( <i>ns</i> = 118, 122, 119, 122)	51.8%	44.1%	51.2%	44.1%
White ( <i>ns</i> = 93, 92, 93, 93)	61.4	74.2%	63.6%	61.4%
Socioeconomically Disadvantaged ( <i>ns</i> = 86, 67, 85, 57)	40.9%	31.5%	37.9%	28.1%
English Learners ( <i>ns</i> = 222, 246, 220, 247)	49.0%	50.5%	47.7%	45.4%
With Disability ( <i>ns</i> = 25, 34, 14, 45)	23.60%	23.7%	14.0%	17.8%

**Searles Elementary and Canoas Elementary**

**Table 47. Canoas Elementary Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	7.8%	5.8%
Asian	10.1%	10.3%
Filipino	3.5%	3.7%
Hispanic/Latino	63.5%	62.0%
White	8.2%	10.3%
Two or More Races	5.2%	5.8%
Socioeconomically Disadvantaged	76.7%	68.8%
English Language Learner	53.4%	52.4%
With Disability	13.8%	13.1%
Total Enrollment	485	429

**Table 48. Canoas Elementary Year-to-Year Proficiency on CST**

	Math		ELA	
	2011-2012	2012-2013	2011-2012	2012-2013
African American ( <i>ns</i> = 25, 14, 25, 14)	n/a	n/a	n/a	n/a
Asian ( <i>ns</i> = 27, 19, 27, 19)	n/a	n/a	n/a	n/a
Latino ( <i>ns</i> = 193, 148, 192, 148)	43.0%	43.4%	35.0%	28.2%
White ( <i>ns</i> = 28, 23, 28, 23)	n/a	n/a	n/a	n/a
Two or More Races ( <i>ns</i> = 12, 11, 12, 11)	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged ( <i>ns</i> = 120, 101, 119, 101)	36.8%	41.6%	21.7%	18.0%
English Learners ( <i>ns</i> = 243, 173, 242, 173)	42.9%	45.2%	38.7%	30.0%
With Disability ( <i>ns</i> = 12, 13, 12, 13)	8.0%	n/a	0.0%	n/a

**Tom Kitayama Elementary and Charles J. Carver Elementary**

**Table 49. Charles J. Carver Elementary Enrollment**

Overall Demographics	2011-2012	2012-2013
African American	11.9%	12.7%
Asian	21.7%	21.1%
Filipino	13.1%	14.9%
Hispanic/Latino	39.0%	37.8%
White	9.4%	8.8%
Two or More Races	4.2%	4.1%
Socioeconomically Disadvantaged	44.4%	41.0%
English Language Learner	22.5%	21.5%
With Disability	7.1%	7.8%
Total Enrollment	595	592

**Table 50. Charles J. Carver Elementary Year-to-Year Proficiency on CST**

	Math		ELA	
	2011-2012	2012-2013	2011-2012	2012-2013
African American ( <i>ns</i> = 47, 37, 47, 38)	57.5%	59.4%	57.5%	58.1%
Asian ( <i>ns</i> = 94, 89, 94, 88)	81.9%	87.5%	81.9%	73.7%
Filipino ( <i>ns</i> = 27, 42, 27, 42)	74.1%	88.4%	74.1%	78.5%
Latino ( <i>ns</i> = 148, 144, 148, 143)	52.9%	63.9%	52.9%	54.5%
White ( <i>ns</i> = 23, 22, 23, 22)	69.6%	73.0%	69.6%	73.0%
Socioeconomically Disadvantaged ( <i>ns</i> = 58, 54, 58, 54)	48.3%	59.1%	48.3%	37.0%
English Learners ( <i>ns</i> = 175, 167, 175, 166)	51.5%	59.9%	51.5%	54.0%
With Disability ( <i>ns</i> = 20, 21, 20, 19)	data was not available for students in this subgroup			

\*

**James Logan High and Armijo High**

**Table 51. Armijo High Enrollment**

Overall Demographics	Armijo High	
	2011-2012	2012-2013
African American	15.1%	14.4%
Asian	5.4%	5.4%
Filipino	6.9%	6.7%
Hispanic/Latino	38.0%	40.1%
White	15.8%	15.2%
Two or More Races	16.2%	15.6%
Socioeconomically Disadvantaged	53.6%	54.5%
English Learner	23.2%	23.8%
With Disability	8.8%	9.3%
Total Enrollment	2,240	2,395

**Table 52. James Logan High Year-to-Year Proficiency on CST**

	Math		ELA	
	2011-2012	2012-2013	2011-2012	2012-2013
African American ( <i>ns</i> = 187, 200, 225, 218)	7.7%	6.0%	40.2%	43.4%
Latino ( <i>ns</i> = 798, 785, 841, 800)	10.3%	10.5%	35.6%	39.5%
Asian ( <i>ns</i> = 622, 591, 636, 607)	44.0%	42.3%	46.9%	71.2%
Filipino ( <i>ns</i> = 596, 569, 623, 643)	27.1%	28.6%	59.4%	61.4%
Pacific Islander ( <i>ns</i> = 61, 68, 120, 117)	15.0%	23.8%	44.3%	49.6%
White ( <i>ns</i> = 178, 166, 207, 177)	22.7%	26.4%	58.8%	63.3%
Socioeconomically Disadvantaged ( <i>ns</i> = 1,127, 1,112, 1,186, 1,128)	15.6%	13.8%	37.6%	41.4%
English Learner ( <i>ns</i> = 311, 303, 332, 325)	6.2%	8.6%	3.3%	7.4%
With Disability ( <i>ns</i> = 46, 18, 73, 46)	6.80%	6.0%	19.4%	28.4%

**Table 53. Armijo High Year-to-Year Proficiency on CST**

	Math		ELA	
	2011-2012	2012-2013	2011-2012	2012-2013
African American ( <i>ns</i> = 161, 190, 225, 240)	8.6%	11.2%	36.7%	39.2%
Latino ( <i>ns</i> = 662, 720, 665, 717)	13.8%	16.7%	35.7%	43.2%
Asian ( <i>ns</i> = 41, 53, 88, 99)	68.0%	41.5%	69.4%	63.8%
Filipino ( <i>ns</i> = 69, 80, 105, 121)	34.8%	41.0%	66.7%	66.2%
White ( <i>ns</i> = 214, 204, 267, 250)	22.9%	34.7%	55.8%	62.6%
Two or More Races ( <i>ns</i> = 251, 236, 282, 262)	25.5%	26.2%	52.1%	55.7%
Socioeconomically Disadvantaged ( <i>ns</i> = 876, 915, 887, 912)	13.9%	17.4%	34.0%	40.7%
English Learner ( <i>ns</i> = 138, 103, 157, 134)	2.4%	4.1%	2.6%	4.4%
With Disability ( <i>ns</i> = 70, 67, 87, 89)	4.1%	1.6%	4.6%	25.8%

**Table 54. Armijo High CAHSEE Math Year-to-Year Passing Rates**

	Math		ELA	
	2011-2012	2012-2013	2011-2012	2012-2013
African American ( <i>ns</i> = 92, 96, 90, 97)	61%	68%	72%	69%
Latino ( <i>ns</i> = 252, 270, 251, 274)	78%	76%	80%	71%
Asian ( <i>ns</i> = 31, 26, 31, 26)	94%	100%	84%	88%
Filipino ( <i>ns</i> = 45, 24, 46, 24)	91%	92%	91%	88%
White ( <i>ns</i> = 109, 68, 108, 68)	87%	87%	89%	88%
Two or More Races ( <i>ns</i> = 107, 90, 107, 93)	86%	86%	94%	85%
Socioeconomically Disadvantaged ( <i>ns</i> = 328, 326, 324, 331)	75%	71%	77%	68%
English Learner ( <i>ns</i> = 58, 62, 60, 64)	36%	34%	33%	20%
With Disability ( <i>ns</i> = 44, 60, 41, 63)	32%	35%	29%	25%

\*data was not available for students in this subgroup

**Table 55. Armijo High AP Exam Participation and Passing**

	Grades 11 and 12 Students Enrolled	% Took One or More Exams	Total Exams Passed
2011-2012	925	1.2%	7