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CASA

Comprehensive Analysis of Student Achievement

Prepared by Educational Services



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List of Acronyms

ACT	American College Testing
a–g	University of California entrance requirements
AMAO	Annual Measurement Achievement Objective
AP	Advanced Placement
API	Academic Performance Index
ASAM	Alternative School Accountability Model
AYP	Adequate Yearly Progress
BCLAD	Bilingual, Crosscultural, Language and Academic Development
BMI	Body Mass Index
CAHSEE	California High School Exit Exam
CAPA	California Alternate Performance Assessment
CASA	Comprehensive Analysis of Student Achievement
CBEDS	California Basic Educational Data System
CELDT	California English Language Development Test
CLAD	Crosscultural, Language and Academic Development
CR	Critical Reasoning
CST	California Standards Tests
CSU	California State University
EDHS	El Dorado High School
EDUHSD	El Dorado Union High School District
ELA	English/Language Arts
ELL	English Language Learner
GPA	Grade Point Average
HFZ	Health Fitness Zone
HSR	High School Readiness
IHS	Independence (Continuation) High School
ILC	Independent Learning Center
LEA	Local Educational Agency
MVHS	Mountain View High School
ORHS	Oak Ridge High School
PSAT	Preliminary Scholastic Aptitude Test
PFT	Physical Fitness Test
PHS	Ponderosa High School
SAT	Scholastic Aptitude Test
SDAIE	Specially Designed Academic Instruction in English
SHS	Shenandoah High School
SPSA	Single Plan for Student Achievement
STAR	Standardized Testing and Reporting
UC	University of California
UMHS	Union Mine High School
VHS	Vista High School

Introduction

The purpose of this report is to provide information to determine how well the district's instructional program is meeting the needs of all students and to assist the Board of Trustees and staff in determining the strengths and relative weaknesses of the El Dorado Union High School District curriculum and instructional program. This document will be useful as each School Site Council analyzes student achievement for the development of a school's *Single Plan for Student Achievement* (SPSA). The CASA report is designed to provide detailed information on a range of student achievement measures, representing multiple data sources that are necessary to complete each school's plan for improvement. A review of the table of contents will disclose the breadth of data sources included in this report.

For high schools in California, the State Testing and Reporting system (STAR) forms the basis for the state's high-stakes accountability program. The high school battery of tests that comprise the STAR includes the California Standards Tests (CST) in math, English/language arts, science, and social science, and the California High School Exit Exam (CAHSEE) in English/language arts and mathematics. The CST assessments are "end-of-course exams" that ensure the alignment of each district's curriculum with the California Content Standards. Students are required to take the California Standards Test that corresponds with the course in which they are enrolled. CAHSEE is a test initially taken in 10th grade. It is a requirement that students pass both English/language arts and mathematics sections and earn the credits required to receive a diploma.

This CASA document summarizes how each class scored on the state and national assessments compared to other groups of students. Comparing different groups of students of the same grade level can be useful for instructional purposes; however, it should be pointed out that these comparisons are based on comparative groups of entirely different students.

Executive Summary

An analysis of the academic performance of El Dorado Union High School students clearly shows an upward trend. Over the past 5 years, the district's **Academic Performance Index** scores steadily increased from 788 in 2005 to a current score of 829. The past 4 years the district scored above the 800-point level established as the target by the California Department of Education. This year, all four comprehensive high schools met the API target of 800+. The **four comprehensive schools** grew an average of more than 30 points over the same 5-year period. The alternative sites experienced a wider range of success. **Shenandoah** High School's API scores fluctuated between 698 and 745 during this period and is currently 713. **Independence** High School improved a dramatic 117 points over this period. The **Independent Learning Center** (ILC) demonstrated significant growth over the past 4 years. ILC's scores have risen and fallen during this period but, overall, their API increased by 72 points, though it did drop by 4 points in 2010.

All but one of the schools in the El Dorado Union High School District met their 2010 Adequate Yearly Progress goals. The percentage of district students earning proficiency for AYP exceeded the 2009–10 AYP proficiency requirements of 55.6% in ELA and 54.8% in Math. These proficiency rates are based on a higher standard of achievement on the CAHSEE than California

requires for high school graduation (384 compared to the 350 required for graduation).

While all but one of the schools in the El Dorado Union High School District met the AYP criteria, the district, as a whole, did not. The district did not reach the Proficiency Rates of 55.6% in ELA and 54.8% in math for our Students with Disabilities. A total of 19.7% of students with disabilities were proficient in ELA and 24.8% were proficient in mathematics. The reason these performance levels did not materialize in our individual school AYP reports is based on the definition of a significant subgroup, which requires 100 students in order to be recognized. None of our individual schools met the 100 student subgroup threshold, but when combined as a district we did meet this threshold.

Based on the fact that as a district we did not reach all of our AYP targets for 3 consecutive years, the EDUSHD continues to be identified as Program Improvement (PI). As a result of the District's PI status we are required to do the following:

- Notify parents of the District Program Improvement Status (completed in October, 2010)
- Implement the revised our Local Education Agency Plan (LEAP)
- Reserve at least 10% of our annual Title I allocation to provide teacher and administrator training

Overall, students continued to perform well across the district on the California Content Standards Tests. On the 2010 administration, performance improved in 8 testing areas and declined in 4 areas (Combined Grade Levels).

The largest gains included, by grade:

9th grade: English (3), General Math (6), Biology (5),
Earth Science (5)

10th grade: Algebra I (4), Biology (4), Chemistry (5),
Earth Science (16)

11th grade: Earth Science (14)

District Content Standards Test results significantly fell in:

9th grade: Geometry (-10)

10th grade: Geometry (-8),

11th grade: Algebra I (-4), U.S. History (-3), Physics (-11)

The district's **overall pass rate** for 10th grade students on the 2010 California High School Exit Exam (CAHSEE) was 95% in mathematics and 92% in English/Language Arts. Students in the El Dorado Union High School District generally perform well on the both the ELA and mathematics sections of the CAHSEE. Since 2004, district students passed the ELA component of the exam within a range of 91–94% and passed the mathematics section within a range of 89–95%.

Over the past 5 years, **Oak Ridge and Ponderosa** students consistently performed within a 5 point range on the CAHSEE. On the ELA section, Oak Ridge students passed at a rate between 97% and 98%, and Ponderosa students passed at a rate between 92% and 96%. On the mathematics section, Oak Ridge students passed at a rate between 94% and 99%, and Ponderosa students

passed at a rate between 93% and 98%. The range of performance of both **El Dorado and Union Mine** students fluctuated more than the Oak Ridge and Ponderosa students, but still fell within a relatively tight range. On the ELA section, El Dorado students passed at a rate between 85% and 91%, and Union Mine students passed at a rate between 85% and 91%. On the mathematics section, El Dorado students passed at a rate between 87% and 93%, and Union Mine students passed at a rate between 86% and 95%. **Shenandoah** students consistently performed at relatively high levels the previous 4 years (ELA 82% to 97% and mathematics 76% to 100%) Results this year dropped in both areas with an 82% pass rate in ELA and a 76% pass rate in mathematics.

The range of scores on the CAHSEE for the **alternative education sites** varied significantly more than those of the comprehensive sites. Over the past 4 years, Independence students performed within a relatively wide range on both sections of the exam (ELA between 32% and 82% and mathematics between 40% and 86%). Over the past 4 years, ILC students performed between 67% and 77% on the ELA section and between 64% and 85% on the mathematics section.

For the 2009–10 school year, EDUHSD participated in a **consortium** with other school districts or agencies receiving Title III funds within El Dorado County. Title III funding is designed to support English language acquisition and is measured through three Annual Measurement Achievement Objectives (AMAOs). The consortium in which the EDUHSD participates met two of the three AMAOs. As a result, we were required to notify parents of English Learners of this information.

The results of the 2009–10 Physical Fitness Testing show that 9th grade students in the El Dorado Union High School District continue to perform well. Across the District, more than 82% of our students were *Within or Above* the Health Fitness Zone in each of the six areas of personal fitness. Students performed strongest in the areas of Abdominal Strength and Trunk Extension with more than 91% of students *Within or Above* the HFZ. The two areas of relative weakness were Upper Body Strength and Body Composition but scores in these areas were still above 82%. District students performed at an all time high of 82.7% with regard to passing 5 of 6 fitness areas. Statewide data for 2009–10 showed that EDUHSD outperformed the State average of 66%.

EDUHSD students continue to perform well on **college readiness tests**, including the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), and the American College Testing (ACT) Program. Examination of achievement data on each on these measures reveal that our students outperform their peers across the state and nation.

EDUHSD students continue to succeed in **Advanced Placement** courses as evidenced by the number of students enrolling in AP courses and the number of students taking and passing exams. Over the past several years, many more students have attempted and have passed Advanced Placement exams. In 2002, 848 AP tests were administered districtwide and 587 passed. In 2010, 1,973 tests were administered and 1,536 passed. As more students have

accessed the AP curriculum, pass rates have continued to rise. Between 2002 and 2010 the pass rate has increased from 70% to 78%.

Overall, EDUHSD students continue to excel across a wide variety of measures. Through the support and direction provided by the Board of Trustees, district staff work hard to provide high quality learning for all students. The dedication of district staff, in conjunction with a supportive community, produce results of which we can be proud.

1. Overview of State and Federal Accountability Measures

1.1 ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API) is a numeric index, or score, that reflects a school's performance on assessments administered annually to California public school students. The API is part of the Standardized Testing and Reporting (STAR) program, which includes the California Standards Tests (CST) in English/language arts, math, science, and social science, and the California High School Exit Exam (CAHSEE).

Enacted into law in April 1999 as one of the three major components of the Public Schools Accountability Act, the API offers comparisons with all California schools, and with schools with similar demographic characteristics. Schools are ranked into ten categories of equal size (deciles), from one (lowest) to ten (highest). California's accountability requirements (API) measure the academic success of a school based on how much it improves. Federal Adequate Yearly Progress (AYP) requirements, however, are based on a "status bar model" that measures how well a school or district meets common minimum performance targets, or status bars.

1.1.1 2010 API Formula

For California high schools, each school's API is calculated based on student achievement on the STAR assessments. Achievement results on the CSTs and the CAHSEE are factored into a formula which weights the results of various STAR assessments to produce an index, or score, from 200 to 1,000. This score represents each school's Academic Performance Index.

The examinations and factored weights used in calculating the 2009–10 API formula are shown below:

California Standards Tests/CAPA Test:

<u>Weight</u>	<u>Test</u>
0.30	English/Language Arts, Grades 9–11
0.20	Mathematics, Grades 9–11
0.22	Science, Grades 9–11
0.10	Life Science, Grade 10
0.23	History/Social Science, Grades 9–11
0.10	Assignment of 200 in Mathematics, Grades 9–11
0.05	Assignment of 200 in Sciences, Grades 9–11

California High School Exit Exam:

<u>Weight</u>	<u>Exam</u>
0.30	English/Language Arts, Grades 10–12
0.30	Mathematics, Grades 10–12

Note: CAHSEE for grades 11 and 12 are counted only if the student passed.

These content area weights are not shown as percentages and do not total 100%. The test results used in calculating an API have different relative emphases for each school or LEA. The amount of schoolwide or LEA-wide emphasis each content area has in the API is called the content area weight. Content area weights are determined according to the statewide test weights applied and the number of valid scores included in the API for each type of test. A school or LEA's content area weights are not needed in calculating the API, but they are provided on the API reports for information only so each school and LEA can view the overall emphases specific to their school or LEA. Content area weights do not affect the score report an individual student receives.

1.1.2 API Growth Information for District and Sites

A school's growth target is 5% of the difference between a school's current Base API and the target score of 800, the state target. If a school has attained the 800 API level, they must remain over that mark to achieve their growth target.

Each school's API is based on "criterion-referenced exams," which are aligned with the California Content Standards. These tests include content standards tests in English/language arts (ELA), mathematics, science, and social science, and the CAHSEE with both an ELA component and a mathematics component.

Each annual API reporting cycle includes two reports:

1. **Base report:** Published in the spring of each school year
2. **Growth report:** Published in the fall following the release of results from the spring administration of the CSTs

The following table summarizes the 2010 API progress for the EDUHSD:

HIGH SCHOOL	2009 BASE API	2010 API GROWTH TARGET	2010 API	GROWTH FROM 2009 TO 2010	MADE 2010 API GROWTH TARGET
El Dorado	794	5	801	7	Yes
Oak Ridge	866	A	870	4	Yes
Ponderosa	855	A	853	-2	Yes
Union Mine	805	A	825	20	Yes
Shenandoah	742	5	713	-29	No
Independence	689	B	585	-104	No
ILC	621	9	617	-4	No
Mountain View	D	D	588	D	D
Vista	608	B	597	-11	D
District	824	D	829	5	D

"A" Means a score at or above the statewide performance target of 800 in 2007.
 "B" Means this is either an LEA or Alternative Schools Accountability Model school, neither receives growth target information
 "D" Target information is not applicable to LEAs, ASAM schools, or special education schools.

1.1.3 Individual Site API Growth Reports

El Dorado High School

2009–10 Academic Performance Index (API) Growth Report

The API is a system for ranking schools statewide according to results of student performance based on the STAR.

STAR 2010 PERCENT TESTED	NUMBER INCLUDED IN 2010 API	2010 API (GROWTH)	2009 API BASE	2009–10 GROWTH TARGET	2009–10 GROWTH	SCHOOLWIDE GROWTH TARGET MET	SUB GROUP GROWTH TARGET MET	
100	988	801	794	5	7	Yes	No	
STUDENT GROUPS		NUMBER OF PUPILS IN 2010 API	NUMERICALLY SIGNIFICANT IN BOTH YEARS	2010 SUBGROUP API BASE (GROWTH)	2009 SUBGROUP API (BASE)	2009–10 SUBGROUP GROWTH TARGET	2009–10 SUBGROUP GROWTH	MET SUBGROUP GROWTH TARGET
African American, not Hispanic		7	No					
American Indian or Alaska Native		12	No					
Asian		5	No					
Filipino		4	No					
Hispanic or Latino		129	Yes	727	726	5	1	No
Pacific Islander		2	No					
White not Hispanic		790	Yes	814	804	A	10	Yes
Two or More Races		37	No					
Economically Disadvantaged		279	Yes	735	708	5	27	Yes
English Learner		58	No					
Students with Disabilities		106	Yes	535	573	11	-38	No

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, Stanford 9 test, and the STAR Apportionment Information Report

Ethnic/Racial (STAR):	School Mobility (STAR)	96	
– African American not Hispanic	1	Parent Education Level (STAR):	
– American Indian or Alaska Native	1	– Not high school graduate	6
– Asian	0	– High school graduate	13
– Filipino	0	– Some college	40
– Hispanic or Latino	13	– College graduate	25
– Pacific Islander	0	– Graduate school	16
– White not Hispanic	79	Average Parent Education Level (STAR)	3.34
– Two or More Races	4		
Participants in Free or Reduced Price Lunch	27		
English Language Learners (STAR)	1	Enrollment 9–11 on 1st day of testing	1,031
Participates in GATE Program (STAR)	17	Number of Students Tested	1,027

API Comparison of 5 Similar Local Schools

SCHOOL	API GROWTH REPORT RESULTS			
	2007	2008	2009	2010
Clovis	793	803	798	819 2
Elk Grove	754	767	770	768 5
Oakmont	746	781	801	822 1
Roseville	768	780	792	798 4
Sheldon	737	733	759	766 6
El Dorado	764	794	793	801 3

1.1.3 Individual Site API Growth Reports

Oak Ridge High School

2009–10 Academic Performance Index (API) Growth Report

The API is a system for ranking schools statewide according to results of student performance based on the STAR.

STAR 2010 PERCENT TESTED	NUMBER INCLUDED IN 2010 API	2010 API (GROWTH)	2009 API BASE	2009–10 GROWTH TARGET	2009–10 GROWTH	SCHOOLWIDE GROWTH TARGET MET	SUB GROUP GROWTH TARGET MET	
99	1632	870	866	A	4	Yes	Yes	
STUDENT GROUPS		NUMBER OF PUPILS IN 2010 API	NUMERICALLY SIGNIFICANT IN BOTH YEARS	2010 SUBGROUP API BASE (GROWTH)	2009 SUBGROUP API (BASE)	2009–10 SUBGROUP GROWTH TARGET	2009–10 SUBGROUP GROWTH	MET SUBGROUP GROWTH TARGET
African American, not Hispanic		36	No					
American Indian or Alaska Native		3	No					
Asian		111	Yes	931	906	A	25	Yes
Filipino		37	No					
Hispanic or Latino		114	No	828	840	A	-12	Yes
Pacific Islander		5	No					
White not Hispanic		1292	Yes	872	867	A	5	Yes
Two or More Races		34	No					
Economically Disadvantaged		79	No					
English Learner		27	No					
Students with Disabilities		92	No					

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, Stanford 9 test, and the STAR Apportionment Information Report

Ethnic/Racial (STAR):		School Mobility (STAR)	98
– African American not Hispanic	2	Parent Education Level (STAR):	
– American Indian or Alaska Native	0	– Not high school graduate	1
– Asian	7	– High school graduate	4
– Filipino	2	– Some college	17
– Hispanic or Latino	7	– College graduate	43
– Pacific Islander	0	– Graduate school	36
– White not Hispanic	79	Average Parent Education Level (STAR)	4.09
– Two or More Races	2		
Participants in Free or Reduced Price Lunch	4		
English Language Learners (STAR)	0	Enrollment 9–11 on 1st day of testing	1,680
Participates in GATE Program (STAR)	14	Number of Students Tested	1,666

API Comparison of 5 Similar Local Schools

SCHOOL	API GROWTH REPORT RESULTS			
	2007	2008	2009	2010
Bella Vista	807	826	828	831 5
Davis	854	855	862	858 3
Folsom	844	843	861	859 2
Granite Bay	826	837	840	845 4
Rio Americano	793	795	807	792 6
Oak Ridge	841	865	866	870 1

1.1.3

Individual Site API Growth Reports

Ponderosa High School

2008–09 Academic Performance Index (API) Growth Report

The API is a system for ranking schools statewide according to results of student performance based on the STAR.

STAR 2010 PERCENT TESTED	NUMBER INCLUDED IN 2010 API	2010 API (GROWTH)	2009 API BASE	2009–10 GROWTH TARGET	2009–10 GROWTH	SCHOOLWIDE GROWTH TARGET MET	SUB GROUP GROWTH TARGET MET	
99	1351	853	855	A	-2	Yes	No	
STUDENT GROUPS		NUMBER OF PUPILS IN 2010 API	NUMERICALLY SIGNIFICANT IN BOTH YEARS	2010 SUBGROUP API BASE (GROWTH)	2009 SUBGROUP API (BASE)	2009–10 SUBGROUP GROWTH TARGET	2009–10 SUBGROUP GROWTH	MET SUBGROUP GROWTH TARGET
African American, not Hispanic		9	No					
American Indian or Alaska Native		14	No					
Asian		30	No					
Filipino		15	No					
Hispanic or Latino		126	Yes	787	806	A	-19	No
Pacific Islander		2	No					
White not Hispanic		1111	Yes	859	861	A	-2	Yes
Two or More Races		19	No					
Economically Disadvantaged		144	Yes	756	749	5	7	Yes
English Learner		28	No					
Students with Disabilities		99	No					

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, Stanford 9 test, and the STAR Apportionment Information Report

Ethnic/Racial (STAR):		School Mobility (STAR)	98
– African American not Hispanic	1	Parent Education Level (STAR):	
– American Indian or Alaska Native	1	– Not high school graduate	2
– Asian	2	– High school graduate	8
– Filipino	1	– Some college	31
– Hispanic or Latino	9	– College graduate	36
– Pacific Islander	0	– Graduate school	22
– White not Hispanic	82	Average Parent Education Level (STAR)	3.68
– Two or More Races	1		
Participants in Free or Reduced Price Lunch	10	Enrollment 9–11 on 1st day of testing	1,396
English Language Learners (STAR)	1	Number of Students Tested	1,384
Participates in GATE Program (STAR)	10		

API Comparison of 5 Similar Local Schools

SCHOOL	API GROWTH REPORT RESULTS			
	2007	2008	2009	2010
Bear River	812	805	818	807 5
Del Oro	803	790	831	842 3
Folsom	844	843	861	859 1
Nevada Union	767	805	806	809 4
Placer	760	784	783	769 6
Ponderosa	836	851	856	853 2

1.1.3 Individual Site API Growth Reports

Union Mine High School

2008–09 Academic Performance Index (API) Growth Report

The API is a system for ranking schools statewide according to results of student performance based on the STAR.

STAR 2010 PERCENT TESTED	NUMBER INCLUDED IN 2010 API	2010 API (GROWTH)	2009 API BASE	2009–10 GROWTH TARGET	2009–10 GROWTH	SCHOOLWIDE GROWTH TARGET MET	SUB GROUP GROWTH TARGET MET	
100	721	825	805	A	20	Yes	Yes	
STUDENT GROUPS		NUMBER OF PUPILS IN 2010 API	NUMERICALLY SIGNIFICANT IN BOTH YEARS	2010 SUBGROUP API BASE (GROWTH)	2009 SUBGROUP API (BASE)	2009–10 SUBGROUP GROWTH TARGET	2009–10 SUBGROUP GROWTH	MET SUBGROUP GROWTH TARGET
African American, not Hispanic		4	No					
American Indian or Alaska Native		18	No					
Asian		11	No					
Filipino		2	No					
Hispanic or Latino		90	No					
Pacific Islander		3	No					
White not Hispanic		571	Yes	838	814	A	24	Yes
Two or More Races		20	No					
Economically Disadvantaged		180	Yes	762	738	5	24	Yes
English Learner		37	No					
Students with Disabilities		52	No					

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, Stanford 9 test, and the STAR Apportionment Information Report

Ethnic/Racial (STAR):		School Mobility (STAR)	97
– African American not Hispanic	1	Parent Education Level (STAR):	
– American Indian or Alaska Native	2	– Not high school graduate	4
– Asian	1	– High school graduate	18
– Filipino	0	– Some college	40
– Hispanic or Latino	13	– College graduate	25
– Pacific Islander	0	– Graduate school	13
– White not Hispanic	79	Average Parent Education Level (STAR)	3.26
– Two or More Races	3		
Participants in Free or Reduced Price Lunch	24	Enrollment 9–11 on 1st day of testing	747
English Language Learners (STAR)	2	Number of Students Tested	744
Participates in GATE Program (STAR)	12		

API Comparison of 5 Similar Local Schools

SCHOOL	API GROWTH REPORT RESULTS			
	2007	2008	2009	2010
Colfax	784	778	805	814 4
Del Oro	803	790	831	842 1
Nevada Union	767	805	806	809 5
Placer	760	784	783	769 6
Woodcreek	760	786	817	827 2
Union Mine	790	799	805	825 3

1.1.3 Individual Site API Growth Reports

Shenandoah High School 2008–09 Academic Performance Index (API) Growth Report

The API is a system for ranking schools statewide according to results of student performance based on the STAR.

STAR 2010 PERCENT TESTED	NUMBER INCLUDED IN 2010 API	2010 API (GROWTH)	2009 API BASE	2009–10 GROWTH TARGET	2009–10 GROWTH	SCHOOLWIDE GROWTH TARGET MET	SUB GROUP GROWTH TARGET MET	
99	54	713	742	5	-29	No	Yes	
STUDENT GROUPS		NUMBER OF PUPILS IN 2010 API	NUMERICALLY SIGNIFICANT IN BOTH YEARS	2010 SUBGROUP API BASE (GROWTH)	2009 SUBGROUP API (BASE)	2009–10 SUBGROUP GROWTH TARGET	2009–10 SUBGROUP GROWTH	MET SUBGROUP GROWTH TARGET
African American, not Hispanic		0	No					
American Indian or Alaska Native		0	No					
Asian		1	No					
Filipino		0	No					
Hispanic or Latino		8	No					
Pacific Islander		0	No					
Two or More Races		5	No					
White not Hispanic		40	No					
Economically Disadvantaged		20	No					
English Learner		2	No					
Students with Disabilities		7	No					

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, Stanford 9 test, and the STAR Apportionment Information Report

Ethnic/Racial (STAR):		School Mobility (STAR)	81
– African American not Hispanic	0	Parent Education Level (STAR):	
– American Indian or Alaska Native	0	– Not high school graduate	6
– Asian	1	– High school graduate	11
– Filipino	0	– Some college	31
– Hispanic or Latino	15	– College graduate	40
– Pacific Islander	0	– Graduate school	11
– White not Hispanic	74	Average Parent Education Level (STAR)	3.39
	9		
Participants in Free or Reduced Price Lunch	26	Enrollment grades 9–11 on 1st day of testing	68
English Language Learners (STAR)	1	Number of Students Tested	67
Participates in GATE Program (STAR)	0		

1.1.3 Individual Site API Growth Reports

Independent Learning Center

2008–09 Academic Performance Index (API) Growth Report

The API is a system for ranking schools statewide according to results of student performance based on the STAR.

STAR 2010 PERCENT TESTED	NUMBER INCLUDED IN 2010 API	2010 API (GROWTH)	2009 API BASE	2009–10 GROWTH TARGET	2009–10 GROWTH	SCHOOLWIDE GROWTH TARGET MET	SUB GROUP GROWTH TARGET MET	
98	46	617	621	9	-4	No	Yes	
STUDENT GROUPS		NUMBER OF PUPILS IN 2010 API	NUMERICALLY SIGNIFICANT IN BOTH YEARS	2010 SUBGROUP API BASE (GROWTH)	2009 SUBGROUP API (BASE)	2009–10 SUBGROUP GROWTH TARGET	2009–10 SUBGROUP GROWTH	MET SUBGROUP GROWTH TARGET
African American, not Hispanic		0	No					
American Indian or Alaska Native		1	No					
Asian		0	No					
Filipino		0	No					
Hispanic or Latino		3	No					
Pacific Islander		1	No					
White not Hispanic		38	Yes					
Two or More Races		2	No					
Economically Disadvantaged		11	No					
English Learner		1	No					
Students with Disabilities		7	No					

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, Stanford 9 test, and the STAR Apportionment Information Report

Ethnic/Racial (STAR):	School Mobility (STAR)	46
– African American not Hispanic	Parent Education Level (STAR):	
– American Indian or Alaska Native	– Not high school graduate	3
– Asian	– High school graduate	25
– Filipino	– Some college	39
– Hispanic or Latino	– College graduate	26
– Pacific Islander	– Graduate school	7
– White not Hispanic	Average Parent Education Level (STAR)	3.08
– Two or More Races		
Participants in Free or Reduced Price Lunch	Enrollment grades 9–11 on 1st day of testing	99
English Language Learners (STAR)	Number of Students Tested	97
Participates in GATE Program (STAR)		

1.1.3 Individual Site API Growth Reports

Independence High School

2008–09 Academic Performance Index (API) Growth Report

The API is a system for ranking schools statewide according to results of student performance based on the STAR.

STAR 2010 PERCENT TESTED	NUMBER INCLUDED IN 2010 API	2010 API (GROWTH)	2009 API BASE	2009–10 GROWTH TARGET	2009–10 GROWTH	SCHOOLWIDE GROWTH TARGET MET	SUB GROUP GROWTH TARGET MET	
100	43	585	689	NA	-104	NA	NA	
STUDENT GROUPS		NUMBER OF PUPILS IN 2010 API	NUMERICALLY SIGNIFICANT IN BOTH YEARS	2010 SUBGROUP API BASE (GROWTH)	2009 SUBGROUP API (BASE)	2009–10 SUBGROUP GROWTH TARGET	2009–10 SUBGROUP GROWTH	MET SUBGROUP GROWTH TARGET
African American, not Hispanic		1	No					
American Indian or Alaska Native		1	No					
Asian		0	No					
Filipino		0	No					
Hispanic or Latino		4	No					
Pacific Islander		0	No					
White not Hispanic		35	No					
Two or More Races		2	No					
Economically Disadvantaged		22	No					
English Learner		1	No					
Students with Disabilities		7	No					

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, Stanford 9 test, and the STAR Apportionment Information Report

Ethnic/Racial (STAR):	School Mobility (STAR)	44	
– African American not Hispanic	1	Parent Education Level (STAR):	
– American Indian or Alaska Native	3	– Not high school graduate	7
– Asian	0	– High school graduate	27
– Filipino	0	– Some college	41
– Hispanic or Latino	11	– College graduate	18
– Pacific Islander	0	– Graduate school	8
– White not Hispanic	71	Average Parent Education Level (STAR)	2.92
– Two or More Races	3		
Participants in Free or Reduced Price Lunch	61	Enrollment grades 9–11 on 1st day of testing	98
English Language Learners (STAR)	0	Number of Students Tested	98
Participates in GATE Program (STAR)	1		

1.1.3 Individual Site API Growth Reports

Mountain View High School

2008–09 Academic Performance Index (API) Growth Report

The API is a system for ranking schools statewide according to results of student performance based on the STAR.

STAR 2010 PERCENT TESTED	NUMBER INCLUDED IN 2010 API	2010 API (GROWTH)	2009 API BASE	2009–10 GROWTH TARGET	2009–10 GROWTH	SCHOOLWIDE GROWTH TARGET MET	SUB GROUP GROWTH TARGET MET	
100	11	588	B	B	B	B	B	
STUDENT GROUPS		NUMBER OF PUPILS IN 2010 API	NUMERICALLY SIGNIFICANT IN BOTH YEARS	2010 SUBGROUP API BASE (GROWTH)	2009 SUBGROUP API (BASE)	2009–10 SUBGROUP GROWTH TARGET	2009–10 SUBGROUP GROWTH	MET SUBGROUP GROWTH TARGET
African American, not Hispanic		0	No					
American Indian or Alaska Native		0	No					
Asian		0	No					
Filipino		0	No					
Hispanic or Latino		2	No					
Pacific Islander		0	No					
White not Hispanic		8	No					
Two or More Races		1	No					
Economically Disadvantaged		4	No					
English Learner		0	No					
Students with Disabilities		1	No					

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, Stanford 9 test, and the STAR Apportionment Information Report

Ethnic/Racial (STAR):	School Mobility (STAR)	33	
– African American not Hispanic	0	Parent Education Level (STAR):	
– American Indian or Alaska Native	6	– Not high school graduate	6
– Asian	0	– High school graduate	23
– Filipino	0	– Some college	42
– Hispanic or Latino	12	– College graduate	23
– Pacific Islander	0	– Graduate school	6
– White not Hispanic	76	Average Parent Education Level (STAR)	3.00
– Two or More Races	3	Enrollment grades 9–11 on 1st day of testing	33
Participants in Free or Reduced Price Lunch	42	Number of Students Tested	33
English Language Learners (STAR)	0		
Participates in GATE Program (STAR)	0		

1.1.3 Individual Site API Growth Reports

Vista High School

2008–09 Academic Performance Index (API) Growth Report

The API is a system for ranking schools statewide according to results of student performance based on the STAR.

STAR 2010 PERCENT TESTED	NUMBER INCLUDED IN 2010 API	2010 API (GROWTH)	2009 API BASE	2009–10 GROWTH TARGET	2009–10 GROWTH	SCHOOLWIDE GROWTH TARGET MET	SUB GROUP GROWTH TARGET MET	
100	24	597	608	B	-11	B	B	
STUDENT GROUPS		NUMBER OF PUPILS IN 2010 API	NUMERICALLY SIGNIFICANT IN BOTH YEARS	2010 SUBGROUP API BASE (GROWTH)	2009 SUBGROUP API (BASE)	2009–10 SUBGROUP GROWTH TARGET	2009–10 SUBGROUP GROWTH	MET SUBGROUP GROWTH TARGET
African American, not Hispanic		0	No					
American Indian or Alaska Native		0	No					
Asian		0	No					
Filipino		0	No					
Hispanic or Latino		5	No					
Pacific Islander		0	No					
White not Hispanic		19	No					
Two or More Races		0	No					
Economically Disadvantaged		12	No					
English Learner		4	No					
Students with Disabilities		0	No					

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, Stanford 9 test, and the STAR Apportionment Information Report

Ethnic/Racial (STAR):		School Mobility (STAR)	92
– African American not Hispanic	0	Parent Education Level (STAR):	
– American Indian or Alaska Native	0	– Not high school graduate	13
– Asian	0	– High school graduate	17
– Filipino	0	– Some college	52
– Hispanic or Latino	19	– College graduate	13
– Pacific Islander	0	– Graduate school	4
– White not Hispanic	81	Average Parent Education Level (STAR)	2.78
– Two or More Races	0		
Participants in Free or Reduced Price Lunch	42	Enrollment grades 9–11 on 1st day of testing	26
English Language Learners (STAR)	4	Number of Students Tested	26
Participates in GATE Program (STAR)	4		

1.1.4 District API Trends

2005 v. 2009 API Overview

HIGH SCHOOL	2005 Base API	2010 Growth API	GAIN (POINTS)
El Dorado	754	801	47
Oak Ridge	826	870	44
Ponderosa	820	853	33
Union Mine	802	825	23
Independence	468	585	117
ILC	545	617	72
Shenandoah	698	713	15
Mountain View	NA	588	NA
Vista	617	597	-20
District	788	829	41

EDUHSD: API Comparison of 5 Similar Districts (with 3 or more comprehensive high schools)

DISTRICT	API GROWTH REPORT RESULTS					
	2006	2007	2008	2009	2010	
Acalanes UHSD	868	882	886	897	899	1
Tamalpais UHSD	813	849	855	862	860	3
Fremont UHSD	845	840	857	869	875	2
Placer UHSD	736	769	768	796	797	6
Roseville JUHSD	748	764	786	802	811	5
El Dorado UHSD	798	804	821	824	829	4

1.1.5 Summary of Yearly Progress and Recent Trends for District and Sites

All of the comprehensive high schools met their schoolwide API targets for 2010. Three of the four comprehensive high schools (ORHS, PHS and UMHS) maintained the state target API of 800+, and El Dorado joined the 800 club. Shenandoah did not meet their 2010 API growth target dropping 24 points. While the State did not assign growth targets to schools with fewer than 100 students, the APIs of our other alternative sites declined. Independence's API fell 104 points after increasing by 122 in 2009 and the ILC dropped 4 points. Vista also dropped by 11 points.

Over the past 5 years, the district's API scores steadily increased from 788 in 2005 to a current score of 829. The past 4 years the district scored above the 800-point level established as the target by the California Department of Education. The four comprehensive schools grew an average of better than 30 points over the same 5-year period. Shenandoah's API scores fluctuated between 698 and 745 over the past 5 years. Our alternative education schools experienced varied success in meeting their API goals over the past 5 years. Independence High School improved a dramatic 117 points over this period and the Independent Learning Center rose 72 points over the 5-year period.

1.2 ADEQUATE YEARLY PROGRESS (AYP)

California's accountability requirement (API) measures the academic success of a school based on improved achievement on the STAR assessments. Federal AYP requirements, however, are based on a "status bar model" that measures how well a school or district meets common minimum performance targets, or status bars.

1.2.1 2010 AYP Criteria

Federal AYP at the high school level is determined exclusively on the proficiency levels achieved by 10th grade students on the CAHSEE. To achieve 2010 AYP, the district and each school must have a participation rate of 95% of their 10th grade students (first-time test takers) on the CAHSEE; must have a schoolwide and a subgroup CAHSEE pass rate of 55.6% in ELA and 54.8% in math; must have an API of 680; and must meet or exceed the Graduation Rate Indicator (90%). These minimums must be achieved by both the schoolwide population as well as all significant subgroups of 100+ students.

While a scaled score of 350 is required to pass the CAHSEE and to receive a diploma from a California high school, the standard needed to achieve federal AYP is a higher scaled score of 384 on both the ELA and the mathematics sections of the CAHSEE.

The proficiency rate required to make federal AYP rises at about 11% each year, until reaching 100% in 2013–14. While students can meet federal AYP this year with a proficiency rate of 55.6% in ELA and a 54.8% in math, next year those proficiency rates increase to 66.7% in ELA and 66.1% in math. The minimum API required to meet the federal AYP standards also rises to 710 next year and continues to rise to the state's target of 800 in 2013–14.

1.2.2 AYP Growth Information for District and Sites

The following table summarizes the 2009 AYP for the EDUHSD:

SCHOOL	2010 SCHOOLWIDE PARTICIPATION RATE (95%)		2010 SCHOOLWIDE % PROFICIENT (55.6% ELA — 54.8% MATH)		2010 API (680)	2010 GRAD RATE (83.2%)	MET 2009 AYP
	ELA	MATH	ELA	MATH			
El Dorado	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Oak Ridge	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ponderosa	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Union Mine	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Independence	Yes	Yes	Yes	Yes	NA	NA	Yes
ILC	Yes	Yes	Yes	Yes	NA	NA	Yes
Vista	Yes	Yes	No	No	NA	NA	No
Shenandoah	Yes	Yes	Yes	Yes	NA	NA	Yes
District	Yes	Yes	No	No	Yes	Yes	No

2002–2014 AYP Targets: Schoolwide/LEA-wide and Subgroups

Participation Rate: 95%

Percentages represent proficiency rate requirements.

INDICATORS	2001–04	2005–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
ELA Percent Proficient	11.2%	22.3%	33.4%	44.5%	55.6%	66.7%	77.8%	88.9%	100%
Math Percent Proficient	9.6%	20.9%	32.2%	43.5%	54.8%	66.1%	77.4%	88.7%	100%
Academic Performance Index	560	590	620	650	680	710	740	770	800
Minimum Graduation Rate	82.8%	82.9%	83%	83.1%	90%	90%	90%	90%	90%

1.2.3 2010 Adequate Yearly Progress – Federal Accountability Overview Report

by Site

High School	Made AYP	Met AYP Criteria	Met Participation Rate		Met Percent Proficient		Met Additional Indicator for AYP: API	Met Graduate Rate
			ELA	Math	ELA	Math		
El Dorado	Yes	14 of 14	Yes	Yes	Yes	Yes	Yes	Yes
Oak Ridge	Yes	10 of 10	Yes	Yes	Yes	Yes	Yes	Yes
Ponderosa	Yes	10 of 10	Yes	Yes	Yes	Yes	Yes	Yes
Union Mine	Yes	14 of 14	Yes	Yes	Yes	Yes	Yes	Yes
Shenandoah	Yes	6 of 6	Yes	Yes	Yes	Yes	NA	NA
Independence	Yes	5 of 5	Yes	Yes	Yes	Yes	NA	NA
Independent Learning Ctr.	Yes	5 of 5	Yes	Yes	Yes	Yes	NA	NA
Mt View	Yes	5 of 5	Yes	Yes	Yes	Yes	NA	NA
Vista	No	3 of 5	Yes	Yes	No	No	NA	NA

1.2.4 2010 Adequate Yearly Progress – Federal Accountability Overview Report

by Student Group

El Dorado High School	MET 2010 AYP CRITERIA			
	PARTICIPATION RATE		PERCENT PROFICIENT	
	ELA	MATH	ELA	MATH
STUDENT GROUPS	ELA	MATH	ELA	MATH
African American, not Hispanic	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	–	–	–	–
Pacific Islander	–	–	–	–
White not Hispanic	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes
English Learner	–	–	–	–
Students with Disabilities	–	–	–	–

Oak Ridge High School	MET 2010 AYP CRITERIA			
	PARTICIPATION RATE		PERCENT PROFICIENT	
	ELA	MATH	ELA	MATH
STUDENT GROUPS	ELA	MATH	ELA	MATH
African American, not Hispanic	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	–	–	–	–
Pacific Islander	–	–	–	–
White not Hispanic	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	–	–	–	–
English Learner	–	–	–	–
Students with Disabilities	–	–	–	–

Ponderosa High School	MET 2010 AYP CRITERIA			
	PARTICIPATION RATE		PERCENT PROFICIENT	
	ELA	MATH	ELA	MATH
STUDENT GROUPS	ELA	MATH	ELA	MATH
African American, not Hispanic	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	–	–	–	–
Pacific Islander	–	–	–	–
White not Hispanic	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	–	–	–	–
English Learner	–	–	–	–
Students with Disabilities	–	–	–	–

1.2.4 2010 Adequate Yearly Progress – Federal Accountability Overview Report (continued)

by Student Group

Union Mine High School	MET 2010 AYP CRITERIA			
	PARTICIPATION RATE		PERCENT PROFICIENT	
	ELA	MATH	ELA	MATH
STUDENT GROUPS	ELA	MATH	ELA	MATH
African American, not Hispanic	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	–	–	–	–
Pacific Islander	–	–	–	–
White not Hispanic	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes
English Learner	–	–	–	–
Students with Disabilities	–	–	–	–

Shenandoah High School	MET 2010 AYP CRITERIA			
	PARTICIPATION RATE		PERCENT PROFICIENT	
	ELA	MATH	ELA	MATH
STUDENT GROUPS	ELA	MATH	ELA	MATH
African American, not Hispanic	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	–	–	–	–
Pacific Islander	–	–	–	–
White not Hispanic	–	–	–	–
Socioeconomically Disadvantaged	–	–	–	–
English Learner	–	–	–	–
Students with Disabilities	–	–	–	–

Independence High School	MET 2010 AYP CRITERIA			
	PARTICIPATION RATE		PERCENT PROFICIENT	
	ELA	MATH	ELA	MATH
STUDENT GROUPS	ELA	MATH	ELA	MATH
African American, not Hispanic	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	–	–	–	–
Pacific Islander	–	–	–	–
White not Hispanic	–	–	–	–
Socioeconomically Disadvantaged	–	–	–	–
English Learner	–	–	–	–
Students with Disabilities	–	–	–	–

**1.2.4 2010 Adequate Yearly Progress – Federal Accountability
Overview Report (continued)**

by Student Group

Independent Learning Center	MET 2010 AYP CRITERIA			
	PARTICIPATION RATE		PERCENT PROFICIENT	
	ELA	MATH	ELA	MATH
STUDENT GROUPS	ELA	MATH	ELA	MATH
African American, not Hispanic	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	–	–	–	–
Pacific Islander	–	–	–	–
White not Hispanic	–	–	–	–
Socioeconomically Disadvantaged	–	–	–	–
English Learner	–	–	–	–
Students with Disabilities	–	–	–	–

Mountain View High School	MET 2010 AYP CRITERIA			
	PARTICIPATION RATE		PERCENT PROFICIENT	
	ELA	MATH	ELA	MATH
STUDENT GROUPS	ELA	MATH	ELA	MATH
African American, not Hispanic	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	–	–	–	–
Pacific Islander	–	–	–	–
White not Hispanic	–	–	–	–
Socioeconomically Disadvantaged	–	–	–	–
English Learner	–	–	–	–
Students with Disabilities	–	–	–	–

Vista High School	MET 2010 AYP CRITERIA			
	PARTICIPATION RATE		PERCENT PROFICIENT	
	ELA	MATH	ELA	MATH
STUDENT GROUPS	ELA	MATH	ELA	MATH
African American, not Hispanic	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	–	–	–	–
Pacific Islander	–	–	–	–
White not Hispanic	–	–	–	–
Socioeconomically Disadvantaged	–	–	–	–
English Learner	–	–	–	–
Students with Disabilities	–	–	–	–

1.2.5 2010 Adequate Yearly Progress Report
El Dorado Union High School District

Made AYP: No

Met 19 of 22 AYP Criteria:

Met Participation Rate for ELA: Yes

Met Participation Rate for Math: Yes

Met Percent Proficient for ELA: No

Met Percent Proficient for Math: No

Met Additional Indicator for AYP: API Yes

Met Graduate Rate: Yes

STUDENT GROUPS	MET 2010 AYP CRITERIA			
	PARTICIPATION RATE		PERCENT PROFICIENT	
	ELA	MATH	ELA	MATH
African American, not Hispanic	-	-	-	-
American Indian or Alaska Native	-	-	-	-
Asian	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	Yes	Yes	Yes	Yes
Pacific Islander	-	-	-	-
White not Hispanic	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes
English Learner	-	-	-	-
Students with Disabilities	No	Yes	No	No

1.2.6 El Dorado Union High School District 2010
Adequate Yearly Progress

District Level Report Details

STUDENT GROUPS	MET 2010 AYP CRITERIA			
	PARTICIPATION RATE Target 95%			
	ELA	TARGET MET	MATH	TARGET MET
Districtwide	98	Yes	99	Yes
African American, not Hispanic	95	*	95	*
American Indian or Alaska Native	94	*	88	*
Asian	100	*	100	*
Filipino	100	*	100	*
Hispanic or Latino	98	Yes	98	Yes
Pacific Islander	100	*	100	*
White not Hispanic	98	Yes	99	Yes
Two or More Races	35	*	34	*
Socioeconomically Disadvantaged	97	Yes	97	Yes
English Learner	97	*	99	*
Students with Disabilities	90	No	96	Yes
* Fewer than 100 students in subgroup districtwide.				

STUDENT GROUPS	MET 2010 AYP CRITERIA			
	PERCENT PROFICIENT			
	ELA Goal: 55.6%	TARGET MET	MATH Goal: 54.8%	TARGET MET
Districtwide	73.3	Yes	76.1	Yes
African American, not Hispanic	37.5	*	31.2	*
American Indian or Alaska Native	53.6	*	59.3	*
Asian	94.1	*	86.3	*
Filipino	92.3	*	100	*
Hispanic or Latino	56.7	Yes	57.4	Yes
Pacific Islander	*	*	*	*
White not Hispanic	75.2	Yes	79.0	Yes
Two or More Races	81.2	*	74.2	*
Socioeconomically Disadvantaged	50.7	Yes	56.7	Yes
English Learner	41.8	*	51.8	*
Students with Disabilities	19.7	No	24.8	No
* Fewer than 100 students in subgroup districtwide.				

1.2.7 Summary of Yearly Progress and Recent Trends – District and Sites

All four of the comprehensive high schools and Shenandoah High School met their 2010 AYP goals. The percentage of EDUHSD students earning proficiency for AYP exceeded the 2009–10 AYP proficiency requirements of 55.6% in ELA and 54.8% in Math. These proficiency rates are based on a higher standard of achievement on the CAHSEE than California requires for high school graduation (384 compared to the 350 required for graduation).

Alternative education schools are also held to the AYP standard, but because of their relatively small number of students these schools are evaluated on a modified set of standards. The modified criteria include using district averages for CAHSEE passage rates when schools have very few students who take the test. These criteria were used in determining AYP for Mountain View, Vista, Independence and the ILC.

While the individual schools in the EDUHSD fared well on the AYP criteria, the district as a whole did not meet all of the criteria. The district did not reach the Proficiency Rates of 55.6% in ELA and 54.8% in math for our Students with Disabilities. A total of 19.7% of students with disabilities were proficient in ELA and 24.8% were proficient in mathematics. The reason these performance levels did not materialize in our individual school AYP reports is based on the definition of a significant subgroup requiring 100 students to be recognized. None of our individual schools met the 100 student subgroup threshold, but when combined as a district we did meet this threshold.

Based on the fact that as a district we did not reach all of our AYP targets for the third consecutive year, the EDUHSD received Year 2 Program Improvement status. As a result of the Program Improvement Status, the District is required to do the following:

- Notify parents of the District Program Improvement Status (completed in October, 2010)
- Implement our revised our Local Education Agency Plan (LEAP)
- Reserve at least 10% of our annual Title I allocation to provide teacher and administrator training.

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2. API / AYP Related Student Achievement Data

2.1 CALIFORNIA CONTENT STANDARDS TESTS

The California Standards Tests (CST) are given to 9th, 10th, and 11th grade students as a key element of California's STAR high-stakes accountability system. These standards tests are curriculum-based assessments and are aligned to the California content standards and California Frameworks for English, math, science, and social science. The CSTs provide information that can be used to determine how well students are achieving the California content standards, which define the scope of the curriculum in all California public schools.

The California content standards describe the skills and knowledge that students should learn in each academic course at each grade level. The CSTs are "end-of-course," criterion-referenced, exams designed to measure student mastery of the content in each of these academic courses. The content of these exams is outlined in the CST "blueprint" for each course. These blueprints are readily available on the California Department of Education website (<http://www.cde.ca.gov/ta/tg/sr/resources.asp>). Freshmen, sophomores, and juniors take the CST that corresponds to the courses in which they are enrolled.

Criterion-referenced exams are NOT "*norm-referenced standardized tests*" that provide a *national percentile rank*, nor do they provide the detailed statistical analysis that is derived from those norm-referenced exams. Results on the CSTs, instead, are reported as the "percent of correct answers."

California has defined achievement levels based on this "percent of correct answers" into a five-step rubric that describes achievement as "*advanced, proficient, basic, below basic, and far below basic.*" The California State Board of Education has determined that student achievement must be at the *advanced* or *proficient* levels of the rubric in order to be deemed as having made appropriate achievement level for the course. Therefore, the district's Comprehensive Analysis of Student Achievement (CASA) report tracks the percentage of students who have scored at the *advanced* or *proficient* levels over the past several years.

The CSTs are NOT vertically scaled to allow longitudinal comparisons of individual student progress, rather they are written to specifically "sample" a student's mastery of specific content by course. When comparing a school's achievement in the same course from year-to-year, it is important to recognize that the student populations who took those assessments were completely different. Variance in the size, demographics, or aptitude of a testing population will have a dramatic impact on the achievement results.

Therefore, evaluation of the instructional program becomes reliable only when 3- or 4-year positive or downward trends appear in achievement within a specific standards test at the same site. The CSTs are intended to be a "sample" of achievement that can be used in combination with other data to make both formative and summative instructional decisions.

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2008–2010 CST Results: Districtwide – Grade 9 Students

SITE/ HIGH SCHOOL	2008		2009		2010		CHANGE (%)	
	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	1 YEAR	2 YEARS

Earth Science

District	65%	1,390	57%	1,456	62%	1,263	5	-3
El Dorado	63%	306	53%	296	56%	228	3	-7
Oak Ridge	61%	393	56%	357	63%	392	7	2
Ponderosa	69%	433	62%	486	72%	411	10	3
Union Mine	70%	227	59%	273	51%	183	-8	-19
ILC	NA	NA	NA	NA	54%	13	NA	NA
Shenandoah	59%	24	34%	24	40%	30	6	-19

Biology

District	99%	177	89%	286	94%	340	5	-5
El Dorado	97%	30	77%	58	88%	88	11	-8
Oak Ridge	98%	141	92%	203	96%	162	4	-2
Ponderosa	NA	NA	95%	23	96%	29	1	NA
Union Mine	NA	NA	NA	NA	95%	58	NA	NA

NA = Not applicable.

2008–2010 CST Results: Districtwide – Grade 10 Students

SITE/ HIGH SCHOOL	2008		2009		2010		CHANGE (%)	
	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	1 YEAR	2 YEARS

World History

District	55%	1750	61%	1,641	62%	1,756	1	7
El Dorado	51%	326	53%	335	50%	365	-3	-1
Oak Ridge	73%	526	71%	537	73%	558	2	0
Ponderosa	61%	475	62%	432	63%	504	1	2
Union Mine	38%	310	62%	254	63%	244	1	25
Independence	11%	19	6%	34	26%	24	20	15
ILC	13%	53	18%	28	14%	29	-4	1
Shenandoah	16%	31	NA	NA	NA	NA	NA	NA

Biology

District	65%	1,320	61%	1,319	65%	1,350	4	0
El Dorado	51%	266	49%	279	53%	295	4	2
Oak Ridge	64%	301	56%	363	67%	313	11	3
Ponderosa	77%	416	78%	398	76%	447	-2	-1
Union Mine	73%	235	73%	199	72%	226	-1	-1
Independence	14%	14	0%	25	10%	20	10	-4
ILC	22%	51	24%	25	30%	27	6	8
Shenandoah	45%	31	29%	24	9%	11	-20	-36

Life Science

District	64%	1,760	68%	1,628	68%	1,773	0	4
El Dorado	49%	322	57%	348	63%	361	6	14
Oak Ridge	74%	534	71%	526	71%	559	0	-3
Ponderosa	78%	476	82%	432	78%	505	-4	0
Union Mine	56%	315	68%	253	67%	250	-1	11
Independence	10%	20	10%	31	32%	25	22	22
ILC	26%	53	35%	27	23%	30	-12	-3
Shenandoah	39%	31	NA	NA	39%	18	NA	NA

Chemistry

District	75%	222	80%	160	85%	244	5	10
El Dorado	80%	35	78%	32	70%	26	-8	-10
Oak Ridge	73%	163	83%	117	87%	193	4	14
Ponderosa	83%	23	NA	NA	91%	24	NA	8
Union Mine	NA	NA	NA	NA	NA	NA	NA	NA

Earth Science

District	30%	109	24%	93	40%	85	16	10
El Dorado	27%	15	24%	17	69%	29	45	42
Oak Ridge	16%	12	30%	13	25%	12	-5	9
Ponderosa	23%	13	12%	17	34%	15	22	11
Union Mine	32%	68	27%	42	21%	19	-6	-11

NA = Not applicable.

2008–2010 CST Results: Districtwide – Grade 11 Students

SITE/ HIGH SCHOOL	2008		2009		2010		CHANGE (%)	
	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	1 YEAR	2 YEARS

English Language Arts

District	57%	1,792	61%	1,725	60%	1,635	-1	3
El Dorado	53%	267	58%	288	55%	299	-3	2
Oak Ridge	68%	532	70%	532	74%	524	4	6
Ponderosa	61%	483	69%	445	60%	404	-9	-1
Union Mine	61%	306	61%	264	64%	231	3	3
Independence	6%	52	25%	53	18%	60	-7	12
ILC	16%	85	37%	80	26%	50	-11	10
Shenandoah	50%	34	46%	24	58%	19	12	8

Algebra I

District	7%	151	11%	160	7%	136	-4	0
El Dorado	5%	22	7%	14	0%	10	-7	-5
Oak Ridge	0%	14	31%	16	15%	20	-16	15
Ponderosa	3%	29	8%	26	13%	15	5	10
Union Mine	13%	16	0%	20	NA	NA	NA	NA
Independence	12%	42	11%	45	8%	52	-3	-4
ILC	NA	NA	20%	10	NA	NA	NA	NA
Shenandoah	15%	13	NA	NA	NA	NA	NA	NA

Geometry

District	15%	258	14%	236	14%	238	0	-1
El Dorado	10%	41	8%	38	3%	39	-5	-7
Oak Ridge	21%	73	26%	47	26%	66	0	5
Ponderosa	9%	72	18%	78	14%	66	-4	5
Union Mine	23%	53	5%	58	10%	51	5	-13
Shenandoah	7%	15	NA	NA	NA	NA	NA	NA

Algebra II

District	28%	621	34%	595	33%	605	-1	5
El Dorado	22%	102	28%	119	26%	133	-2	4
Oak Ridge	25%	182	36%	180	31%	174	-5	6
Ponderosa	31%	204	43%	171	46%	170	3	15
Union Mine	32%	131	27%	113	30%	116	3	-2
Shenandoah	NA	NA	NA	NA	NA	NA	NA	NA

Summative Math

District	67%	419	75%	445	76%	393	1	9
El Dorado	49%	47	65%	58	67%	58	2	18
Oak Ridge	65%	193	73%	216	75%	198	2	10
Ponderosa	78%	125	81%	132	78%	89	-3	0
Union Mine	68%	53	82%	39	84%	48	2	16

2008–2010 CST Results: Districtwide – Grade 11 Students

SITE/ HIGH SCHOOL	2008		2009		2010		CHANGE (%)	
	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	1 YEAR	2 YEARS

U.S. History

District	60%	1752	68%	1,697	65%	1,622	-3	5
El Dorado	55%	267	69%	285	58%	295	-11	3
Oak Ridge	74%	520	82%	515	76%	523	-6	2
Ponderosa	68%	482	73%	445	68%	403	-5	0
Union Mine	59%	289	63%	263	73%	226	10	14
Independence	5%	44	14%	48	25%	61	11	20
ILC	13%	83	21%	80	16%	50	-5	3
Shenandoah	18%	34	39%	23	37%	19	-2	19

Biology

District	59%	251	57%	281	58%	233	1	-1
El Dorado	43%	35	34%	23	34%	24	0	-9
Oak Ridge	80%	94	86%	129	80%	112	-6	0
Ponderosa	53%	34	36%	34	35%	34	-1	-18
Union Mine	60%	63	31%	68	53%	41	22	-7
Independence	NA	NA	NA	NA	NA	NA	NA	NA
Shenandoah	27%	11	40%	10	NA	NA	NA	NA

Earth Science

District	69%	120	60%	91	74%	71	14	5
El Dorado	63%	16	94%	16	96%	25	2	33
Oak Ridge	80%	44	71%	37	86%	22	15	6
Ponderosa	95%	18	58%	16	NA	NA	NA	NA
Union Mine	59%	29	NA	NA	NA	NA	NA	NA

Chemistry

District	42%	792	50%	738	50%	751	0	8
El Dorado	33%	136	35%	137	35%	153	0	2
Oak Ridge	40%	185	42%	168	48%	189	6	8
Ponderosa	55%	313	69%	288	67%	247	-2	12
Union Mine	25%	158	36%	145	43%	156	7	18

Physics

District	84%	39	90%	51	79%	39	-11	-5
El Dorado	NA	NA	82%	11	NA	NA	NA	NA
Oak Ridge	88%	24	86%	22	85%	20	-1	-3
Ponderosa	NA	NA	100%	13	NA	NA	NA	NA
Union Mine	NA	NA	NA	NA	NA	NA	NA	NA

NA = Not applicable.

2008–2010 CST Results: Districtwide – All Grades, All Students

SITE/ HIGH SCHOOL	2008		2009		2010		CHANGE (%)	
	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	1 YEAR	2 YEARS

Algebra I

District	32%	1619	32%	1,593	33%	1,439	1	1
El Dorado	26%	322	26%	324	20%	278	-6	-6
Oak Ridge	34%	378	40%	391	41%	397	1	7
Ponderosa	50%	433	46%	435	51%	401	5	1
Union Mine	20%	292	19%	253	12%	170	-7	-8
Independence	10%	61	9%	74	8%	74	-1	-2
ILC	11%	55	8%	37	14%	29	6	3
Mountain View	NA	NA	0%	14	0%	25	0	NA
Vista	NA	NA	10%	10	NA	NA	NA	NA
Shenandoah	8%	47	20%	43	14%	43	-6	6

Geometry

District	42%	1,367	43%	1,504	36%	1,527	-7	-6
El Dorado	36%	251	33%	283	27%	321	-6	-9
Oak Ridge	53%	452	53%	491	45%	501	-8	-8
Ponderosa	45%	364	50%	420	42%	405	-8	-3
Union Mine	33%	260	30%	280	28%	269	-2	-5
Shenandoah	6%	33	5%	19	7%	14	2	1

Algebra II

District	42%	1,367	49%	1,099	50%	1,246	1	8
El Dorado	31%	188	36%	218	40%	241	4	9
Oak Ridge	53%	474	59%	401	51%	446	-8	-2
Ponderosa	50%	359	58%	285	62%	329	4	12
Union Mine	40%	203	36%	180	42%	214	6	2

Summative Math

District	69%	459	77%	496	78%	455	3	9
El Dorado	56%	59	66%	59	69%	60	3	13
Oak Ridge	67%	207	76%	251	79%	234	3	12
Ponderosa	80%	138	83%	146	80%	112	-3	0
Union Mine	67%	54	83%	40	83%	49	0	16

Biology

District	67%	1,748	65%	1,886	70%	1,923	5	3
El Dorado	55%	331	52%	360	60%	407	8	5
Oak Ridge	76%	536	72%	695	78%	587	6	2
Ponderosa	76%	455	75%	455	74%	510	-1	-2
Union Mine	71%	299	63%	269	74%	325	11	3
Independence	14%	14	0%	25	10%	20	10	-4
Mountain View	NA	NA	NA	NA	25%	12	NA	NA
Vista	NA	NA	NA	NA	NA	NA	NA	NA
ILC	22%	51	24%	25	30%	33	6	8
Shenandoah	41%	42	33%	34	9%	11	-24	-32

2008–2010 CST Results: Districtwide – All Grades, All Students

SITE/ HIGH SCHOOL	2008		2009		2010		CHANGE (%)	
	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	1 YEAR	2 YEARS

Earth Science

District	63%	1,619	55%	1,640	61%	1,419	6	-2
El Dorado	60%	337	53%	329	61%	282	8	1
Oak Ridge	61%	449	56%	407	64%	426	8	3
Ponderosa	68%	464	60%	519	70%	433	10	2
Union Mine	61%	324	54%	322	48%	207	-6	-13
Mountain View	NA	NA	9%	11	31%	13	22	NA
Vista	NA	NA	NA	NA	NA	NA	NA	NA
ILC	NA	NA	NA	NA	53%	15	NA	NA
Shenandoah	59%	24	37%	27	39%	31	2	-20

Chemistry

District	49%	1,014	55%	898	59%	995	4	10
El Dorado	43%	171	43%	169	41%	179	-2	-2
Oak Ridge	55%	348	59%	285	68%	382	9	13
Ponderosa	57%	336	68%	294	69%	271	1	12
Union Mine	25%	159	36%	150	43%	157	7	18

English

District	64%	5,285	68%	5,225	69%	4,987	1	5
El Dorado	59%	982	62%	1027	62%	1,016	0	3
Oak Ridge	76%	1,633	77%	1,653	78%	1,654	1	2
Ponderosa	67%	1,410	70%	1,404	69%	1,374	-1	2
Union Mine	60%	888	64%	799	68%	740	4	8
Independence	8%	78	33%	87	34%	92	1	26
Mountain View	13%	15	27%	22	21%	33	-6	8
Vista	15%	13	13%	16	23%	26	10	8
ILC	24%	143	34%	117	32%	96	-2	8
Shenandoah	56%	88	56%	73	46%	67	-10	-10

Life Science

District	64%	1,760	68%	1,628	68%	1,773	0	4
El Dorado	49%	322	57%	348	63%	361	6	14
Oak Ridge	74%	534	71%	526	71%	559	0	-3
Ponderosa	78%	476	82%	432	78%	505	-4	0
Union Mine	56%	315	68%	253	67%	250	-1	11
Independence	10%	20	10%	31	32%	25	22	22
ILC	26%	53	35%	27	23%	30	-12	-3
Shenandoah	39%	31	NA	NA	39%	18	NA	NA

2008–2010 CST Results: Districtwide – All Grades, All Students

SITE/ HIGH SCHOOL	2008		2009		2010		CHANGE (%)	
	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	1 YEAR	2 YEARS

World History

District	55%	1750	61%	1,641	62%	1,756	1	7
El Dorado	51%	326	53%	335	50%	365	-3	-1
Oak Ridge	73%	526	71%	537	73%	558	2	0
Ponderosa	61%	475	62%	432	63%	504	1	2
Union Mine	38%	310	62%	254	63%	244	1	25
Independence	11%	19	6%	34	26%	24	20	15
ILC	13%	53	18%	28	14%	29	-4	1
Shenandoah	16%	31	NA	NA	NA	NA	NA	NA

U.S. History

District	60%	1752	68%	1,697	65%	1,622	-3	5
El Dorado	55%	267	69%	285	58%	295	-11	3
Oak Ridge	74%	520	82%	515	76%	523	-6	2
Ponderosa	68%	482	73%	445	68%	403	-5	0
Union Mine	59%	289	63%	263	73%	226	10	14
Independence	5%	44	14%	48	25%	61	11	20
ILC	13%	83	21%	80	16%	50	-5	3
Shenandoah	18%	34	39%	23	37%	19	-2	19

SUB-GROUP	# 1 YEAR UP	# 1 YEAR DOWN	# 2 YEAR UP	# 2 YEAR DOWN
District	8	2	9	2
El Dorado	6	5	8	4
Oak Ridge	6	3	6	3
Ponderosa	6	5	6	2
Union Mine	6	4	8	3
Independence	5	1	3	2
ILC	2	4	6	1
Mountain View	1	1	1	0
Vista	1	0	1	0
Shenandoah	2	4	3	3
Total	43	29	51	20

2008–2010 CST Results: Districtwide – Significant Subgroups, All Grades

SIGNIFICANT SUBGROUP	2008		2009		2010		CHANGE (%)	
	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	1 YEAR	2 YEARS

English/Language Arts – Grade 9^a

District	74%	1,682	74%	1,833	77%	1,693	3	3
Hispanic/Latino	56%	141	56%	181	63%	161	7	7
Low Socioeconomic	50%	243	45%	272	56%	260	11	6
English Learner	0%	21	6%	16	6%	16	0	6
Students w/Disabilities	16%	116	23%	151	18%	119	-5	2

English/Language Arts – Grade 10^a

District	63%	1,794	67%	1,678	66%	1,802	-1	3
Hispanic/Latino	40%	139	48%	148	47%	194	-1	7
Low Socioeconomic	36%	235	45%	256	42%	303	-3	6
English Learner	0%	12	6%	18	9%	11	3	9
Students w/Disabilities	14%	142	13%	122	14%	152	1	0

English/Language Arts – Grade 11^a

District	57%	1,792	61%	1,725	60%	1,636	-1	3
Hispanic/Latino	38%	126	47%	121	50%	159	3	12
Low Socioeconomic	30%	195	37%	219	42%	281	5	12
English Learner	6%	17	9%	11	0	16	-9	-6
Students w/Disabilities	17%	143	13%	144	12%	121	-1	-5

General Mathematics

District	16%	151	10%	162	15%	110	5	-1
Hispanic/Latino	11%	27	9%	32	13%	15	4	2
Low Socioeconomic	14%	51	12%	59	16%	37	4	2
English Learner	0%	15	NA	NA	NA	NA	NA	NA
Students w/Disabilities	8%	77	8%	85	8%	52	0	0

Algebra I

District	32%	1,611	32%	1611	32%	1,444	0	0
Hispanic/Latino	26%	165	29%	179	22%	181	-7	-4
Low Socioeconomic	16%	338	18%	356	17%	339	-1	1
English Learner	6%	17	4%	25	6%	18	2	0
Students w/Disabilities	4%	147	14%	181	5%	176	-9	1

Geometry

District	42%	1,367	43%	1504	36%	1,527	-7	-6
Hispanic/Latino	30%	96	34%	123	23%	159	-11	-7
Low Socioeconomic	29%	128	26%	158	20%	221	-6	-9
English Learner	NA	NA	NA	NA	NA	NA	NA	NA
Students w/Disabilities	12%	51	7%	29	21%	42	14	9

a. English/Language Arts is the only subject area where all grades are not combined.

2008–2010 CST Results: Districtwide – Significant Subgroups, All Grades

SIGNIFICANT SUBGROUP	2008		2009		2010		CHANGE (%)	
	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	1 YEAR	2 YEARS

Algebra II

District	47%	1,229	49%	1,099	50%	1,246	1	3
Hispanic/Latino	39%	63	44%	62	40%	101	-4	1
Low Socioeconomic	30%	56	40%	77	40%	117	0	10
English Learner	NA	NA	NA	NA	NA	NA	NA	NA
Students w/Disabilities	NA	NA	20%	20	NA	NA	NA	NA

Summative Math

District	69%	459	77%	496	78%	455	1	9
Hispanic/Latino	64%	14	73%	18	77%	22	4	13
Low Socioeconomic	42%	12	69%	13	64%	25	-5	22
English Learner	NA	NA	NA	NA	NA	NA	NA	NA
Students w/Disabilities	NA	NA	NA	NA	NA	NA	NA	NA

World History

District	54%	1,789	59%	1,694	61%	1773	2	7
Hispanic/Latino	33%	133	51%	155	45%	183	-6	12
Low Socioeconomic	24%	235	37%	272	38%	285	1	14
English Learner	NA	5	8%	13	0	10	-8	NA
Students w/Disabilities	20%	144	25%	124	23%	138	-2	3

U.S. History

District	60%	1,752	68%	1,697	65%	1622	-3	5
Hispanic/Latino	32%	124	48%	119	56%	155	8	24
Low Socioeconomic	30%	123	40%	212	44%	274	4	14
English Learner	0%	15	9%	11	7%	14	-2	7
Students w/Disabilities	22%	129	26%	137	22%	117	-4	0

Biology

District	67%	1,748	65%	1,886	69%	1,923	4	2
Hispanic/Latino	47%	128	53%	148	55%	200	2	8
Low Socioeconomic	40%	212	38%	226	49%	303	11	9
English Learner	NA	8	8%	11	10%	10	2	NA
Students w/Disabilities	22%	94	17%	90	27%	119	10	5

Earth Science

District	63%	1,619	55%	1,640	61%	1,419	6	-2
Hispanic/Latino	52%	147	40%	187	42%	149	2	-10
Low Socioeconomic	41%	252	36%	286	41%	251	5	0
English Learner	5%	21	5%	20	14%	14	9	9
Students w/Disabilities	23%	110	26%	149	23%	87	-3	0

2008–2010 CST Results: Districtwide – Significant Subgroups, All Grades

SIGNIFICANT SUBGROUP	2008		2009		2010		CHANGE (%)	
	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	% PROF/ADV	# TESTED	1 YEAR	2 YEARS

Chemistry

District	49%	1,014	55%	898	59%	995	4	10
Hispanic/Latino	34%	50	48%	46	50%	76	2	16
Low Socioeconomic	33%	51	33%	63	34%	86	1	1
English Learner	NA	NA	NA	NA	NA	NA	NA	NA
Students w/Disabilities	58%	12	NA	NA	NA	NA	NA	NA

* Fewer than 10 students were tested in that area.
NA = Not applicable.

SUB-GROUP	# 1 YEAR UP	# 1 YEAR DOWN	# 2 YEAR UP	# 2 YEAR DOWN
District	8	4	9	3
Hispanic/Latino	8	4	10	3
Low Socioeconomic	8	4	11	1
English Learner	4	3	4	1
Students w/Disabilities	3	6	5	1
Total	31	21	39	9

2005–2010 CST Results: Districtwide (% Proficient – Gain/Loss)

ENGLISH 9	ENGLISH 10	ENGLISH 11	GENERAL MATH	GRADE 9 ALGEBRA I
+11	+9	+4	-4	+12

GRADE 10 ALGEBRA I	GRADE 11 ALGEBRA I	GRADE 9 GEOMETRY	GRADE 10 GEOMETRY	GRADE 11 GEOMETRY
+3	+2	-5	-3	-2

GRADE 10 ALGEBRA II	GRADE 11 ALGEBRA II	SUMMATIVE MATH	GRADE 9 EARTH SCIENCE	GRADE 10 LIFE SCIENCE*
+17	+15	+25	+13	+10

* Life science test began in 2006.

GRADE 10 BIOLOGY	CHEMISTRY	PHYSICS	U.S. HISTORY	WORLD HISTORY
+16	+20	+16	+9	+13

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California Standards TestP Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	1693	1687	3	5	15	36	41					
General Mathematics	110	108	32	29	24	14	2					
High School Mathematics	1	1	100									
Algebra I	908	907	6	22	29	35	8					
Geometry	593	593	5	33	47	15						
Algebra II	67	67	1	4	40	54						
Earth Science	1263	1263	5	5	28	38	24					
Biology/Life Sciences	340	340	6	26	68							
World History	7	7	57	14	14	14						

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1687	75	72%	1301	77%
Word Analysis and Vocabulary Development		8	78%	1295	77%
Reading Comprehension		18	77%	1312	78%
Literary Response and Analysis		16	68%	1225	73%
Written Conventions		13	74%	1248	74%
Writing Strategies		20	68%	1178	70%
General Math	108	65	42%	17	16%
Rational Numbers		14	42%	18	17%
Exponents, powers, and roots		10	41%	19	18%
Quantitative relationships and evaluating expressions		11	49%	24	22%
Multi-step problems, graphing, and functions		10	42%	15	14%
Measurement and geometry		11	37%	33	31%
Statistics, data analysis, and probability		9	45%	18	17%
High School Math	1	65	95%	1	100%
Algebra I		18	94%	1	100%
Geometry		19	100%	1	100%
Algebra II		23	96%	1	100%
Probability and statistics		5	80%	1	100%
Algebra I	907	65	54%	391	43%
Number properties, operations, and linear equations		17	68%	402	44%
Graphing and systems of linear equations		14	56%	398	44%
Quadratics and polynomials		21	50%	354	39%
Functions and rational expressions		13	41%	395	44%
Geometry	593	65	71%	367	62%
Logic and geometric proofs		23	74%	337	57%
Volume and area formulas		11	65%	362	61%
Angle relationships, constructions, and lines		16	69%	354	60%
Trigonometry		15	73%	350	59%
Algebra II	67	65	81%	63	94%
Polynomials and rational expressions		19	86%	62	93%
Quadratics, conics, and complex numbers		16	80%	62	93%
Exponents and logarithms		16	81%	57	85%
Series, combinatorics, probability and statistics		14	75%	58	87%

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California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
Earth Science	1263	60	68%	785	62%	
Astronomy and cosmology		12	65%	715	57%	
Solid earth		14	67%	697	55%	
The Earth's energy		28	68%	754	60%	
Investigation and experimentation		6	78%	842	67%	
Biology	340	60	84%	317	93%	
Cell biology		9	76%	306	90%	
Genetics		18	84%	315	93%	
Ecology and evolution		16	84%	310	91%	
Physiology		11	90%	291	86%	
Investigation and experimentation		6	82%	238	70%	
World History	7	60	49%	2	29%	
Development of modern political thought		13	49%	2	29%	
Industrial expansion and imperialism		10	46%	1	14%	
Causes and effects of the 1st World War		14	48%	2	29%	
Causes and effects of the 2nd World War		13	48%	2	29%	
International developments in the Post WW II era		10	51%	2	29%	

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California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	1802	1798	6	7	21	30	36					
High School Mathematics	61	61	3		33	64						
Algebra I	400	396	17	40	27	14	2					
Integrated 1 Mathematics	1	1	100									
Geometry	696	696	5	31	42	21						
Algebra II	574	574	1	6	30	43	20					
Life Science	1773	1773	7	6	18	24	44					
Earth Science	85	85	19	13	28	26	14					
Biology/Life Sciences	1350	1350	5	5	25	34	31					
Chemistry	244	244			12	47	38					
Physics	2	2	100									
World History	1756	1756	10	4	24	31	31					

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1798	75	73%	1189	66%
Word Analysis and Vocabulary Development		8	81%	1113	62%
Reading Comprehension		18	76%	1135	63%
Literary Response and Analysis		16	69%	1118	62%
Written Conventions		13	74%	1120	62%
Writing Strategies		20	71%	1166	65%
High School Math	61	65	90%	59	97%
Algebra I		18	93%	57	93%
Geometry		19	90%	58	95%
Algebra II		23	90%	58	95%
Probability and statistics		5	80%	56	92%
Algebra I	396	65	42%	63	16%
Number properties, operations, and linear equations		17	55%	82	21%
Graphing and systems of linear equations		14	42%	82	21%
Quadratics and polynomials		21	37%	62	16%
Functions and rational expressions		13	34%	108	27%
Integrated Math 1	1	65	26%	0	0%
Number properties, operations, and linear equations		15	13%	0	0%
Graphing		9	33%	0	0%
Quadratics and polynomials		14	21%	0	0%
Functions and rational expressions		7	14%	0	0%
Geometry		20	40%	0	0%
Geometry	696	65	54%	154	22%
Logic and geometric proofs		23	56%	138	20%
Volume and area formulas		11	48%	193	28%
Angle relationships, constructions, and lines		16	54%	185	27%
Trigonometry		15	56%	181	26%

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California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
Algebra II	574	65	68%	359	63%	
Polynomials and rational expressions		19	74%	356	62%	
Quadratics, conics, and complex numbers		16	66%	372	65%	
Exponents and logarithms		16	68%	336	59%	
Series, combinatorics, probability and statistics		14	63%	321	56%	
Life Science	1773	60	73%	1210	68%	
Cell Biology		10	66%	1236	70%	
Genetics		12	67%	1155	65%	
Physiology		10	76%	1119	63%	
Ecology		11	76%	1255	71%	
Evolution		11	74%	1186	67%	
Investigation and experimentation		6	81%	1263	71%	
Earth Science	85	60	57%	34	40%	
Astronomy and cosmology		12	55%	32	38%	
Solid earth		14	58%	31	36%	
The Earth's energy		28	57%	31	36%	
Investigation and experimentation		6	62%	32	38%	
Biology	1350	60	70%	882	65%	
Cell biology		9	61%	947	70%	
Genetics		18	70%	895	66%	
Ecology and evolution		16	69%	827	61%	
Physiology		11	77%	834	62%	
Investigation and experimentation		6	70%	637	47%	
Chemistry	244	60	80%	208	85%	
Atomic and molecular structure		8	81%	186	76%	
Chemical bonds, biochemistry		9	83%	186	76%	
Kinetics, thermodynamics		14	80%	201	82%	
Chemical reactions		13	70%	147	60%	
Conservation of matter and stoichiometry		10	82%	211	86%	
Investigation and experimentation		6	89%	209	86%	
Physics	2	60	76%	2	100%	
Motion and forces		12	75%	1	50%	
Conservation of energy and momentum		12	92%	2	100%	
Heat and thermodynamics		9	83%	2	100%	
Waves		10	65%	1	50%	
Electric and magnetic phenomena		11	77%	2	100%	
Investigation and experimentation		6	50%	1	50%	
World History	1756	60	71%	1081	62%	
Development of modern political thought		13	72%	942	54%	
Industrial expansion and imperialism		10	74%	1000	57%	
Causes and effects of the 1st World War		14	73%	1167	66%	
Causes and effects of the 2nd World War		13	69%	1078	61%	
International developments in the Post WW II era		10	67%	1047	60%	

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California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	1636	1635	8	10	22	28	32					
High School Mathematics	393	393	5	19	45	31						
Algebra I	136	136	29	46	17	7						
Geometry	238	238	10	41	35	13						
Algebra II	605	605	6	21	40	29	4					
United States History	1622	1622	9	7	19	31	34					
Earth Science	71	71	6	7	14	37	37					
Biology/Life Sciences	233	233	8	9	24	20	38					
Chemistry	751	751	3	9	38	33	17					
Physics	39	39	21	46	33							
World History	10	10	30	30	20	20						

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1635	75	70%	988	60%
Word Analysis and Vocabulary Development		8	79%	941	58%
Reading Comprehension		19	69%	904	55%
Literary Response and Analysis		17	66%	1025	63%
Written Conventions		9	74%	1030	63%
Writing Strategies		22	70%	957	59%
High School Math	393	65	80%	296	75%
Algebra I		18	85%	273	69%
Geometry		19	80%	253	64%
Algebra II		23	78%	270	69%
Probability and statistics		5	74%	327	83%
Algebra I	136	65	36%	10	7%
Number properties, operations, and linear equations		17	49%	21	15%
Graphing and systems of linear equations		14	35%	14	10%
Quadratics and polynomials		21	31%	7	5%
Functions and rational expressions		13	28%	21	15%
Geometry	238	65	50%	32	13%
Logic and geometric proofs		23	52%	37	16%
Volume and area formulas		11	44%	49	21%
Angle relationships, constructions, and lines		16	49%	44	18%
Trigonometry		15	51%	38	16%
Algebra II	605	65	57%	203	34%
Polynomials and rational expressions		19	63%	225	37%
Quadratics, conics, and complex numbers		16	55%	248	41%
Exponents and logarithms		16	57%	220	36%
Series, combinatorics, probability and statistics		14	50%	175	29%

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California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
United States History	1622	60	69%	1050	65%	
Foundations of American political and social thought		10	68%	962	59%	
Industrialization and the U.S. as a world power		13	71%	1045	64%	
United States between the World Wars		12	70%	910	56%	
World War II and foreign affairs		12	67%	1048	65%	
Post World War II domestic issues		13	70%	1090	67%	
Earth Science	71	60	73%	52	73%	
Astronomy and cosmology		12	67%	42	59%	
Solid earth		14	72%	51	72%	
The Earth's energy		28	73%	49	69%	
Investigation and experimentation		6	85%	56	79%	
Biology	233	60	68%	136	58%	
Cell biology		9	62%	150	64%	
Genetics		18	68%	144	62%	
Ecology and evolution		16	67%	131	56%	
Physiology		11	75%	140	60%	
Investigation and experimentation		6	65%	103	44%	
Chemistry	751	60	67%	377	50%	
Atomic and molecular structure		8	67%	395	53%	
Chemical bonds, biochemistry		9	73%	427	57%	
Kinetics, thermodynamics		14	69%	428	57%	
Chemical reactions		13	58%	291	39%	
Conservation of matter and stoichiometry		10	68%	433	58%	
Investigation and experimentation		6	74%	427	57%	
Physics	39	60	74%	31	79%	
Motion and forces		12	75%	30	77%	
Conservation of energy and momentum		12	76%	32	82%	
Heat and thermodynamics		9	80%	32	82%	
Waves		10	75%	27	69%	
Electric and magnetic phenomena		11	68%	27	69%	
Investigation and experimentation		6	70%	26	67%	
World History	10	60	58%	4	40%	
Development of modern political thought		13	57%	4	40%	
Industrial expansion and imperialism		10	57%	3	30%	
Causes and effects of the 1st World War		14	60%	5	50%	
Causes and effects of the 2nd World War		13	62%	5	50%	
International developments in the Post WW II era		10	54%	5	50%	

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California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	341	341	4	6	18	35	36					
General Mathematics	39	39	23	33	26	18						
Algebra I	170	170	10	34	29	24	3					
Geometry	125	125	13	35	35	17						
Algebra II	2	2	100									
Earth Science	228	228	6	6	32	30	26					
Biology/Life Sciences	88	88	11	40	48							
World History	1	1	100									

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	341	75	70%	243	71%
Word Analysis and Vocabulary Development		8	78%	263	77%
Reading Comprehension		18	74%	257	75%
Literary Response and Analysis		16	65%	220	65%
Written Conventions		13	71%	230	67%
Writing Strategies		20	68%	235	69%
General Math	39	65	45%	7	18%
Rational Numbers		14	43%	6	15%
Exponents, powers, and roots		10	47%	6	15%
Quantitative relationships and evaluating expressions		11	50%	9	23%
Multi-step problems, graphing, and functions		10	45%	6	15%
Measurement and geometry		11	36%	12	31%
Statistics, data analysis, and probability		9	47%	7	18%
Algebra I	170	65	47%	46	27%
Number properties, operations, and linear equations		17	60%	47	28%
Graphing and systems of linear equations		14	43%	36	21%
Quadratics and polynomials		21	45%	49	29%
Functions and rational expressions		13	37%	58	34%
Geometry	125	65	67%	65	52%
Logic and geometric proofs		23	69%	52	42%
Volume and area formulas		11	64%	77	62%
Angle relationships, constructions, and lines		16	65%	63	50%
Trigonometry		15	69%	58	46%
Algebra II	2	65	92%	2	100%
Polynomials and rational expressions		19	97%	2	100%
Quadratics, conics, and complex numbers		16	91%	2	100%
Exponents and logarithms		16	88%	2	100%
Series, combinatorics, probability and statistics		14	89%	2	100%
Earth Science	228	60	67%	128	56%
Astronomy and cosmology		12	62%	125	55%
Solid earth		14	67%	122	54%
The Earth's energy		28	67%	126	55%
Investigation and experimentation		6	74%	138	61%

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California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	376	376	7	9	26	29	29					
High School Mathematics	2	2				100						
Algebra I	98	98	18	48	24	8						
Geometry	157	157	10	39	39	12						
Algebra II	106	106	3	10	29	31	26					
Life Science	361	361	8	7	23	26	37					
Earth Science	29	29	10	3	17	38	31					
Biology/Life Sciences	295	295	4	7	35	36	17					
Chemistry	26	26	8	4	19	35	35					
World History	365	365	12	5	32	28	22					

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	376	75	70%	218	58%
Word Analysis and Vocabulary Development		8	79%	215	57%
Reading Comprehension		18	71%	200	53%
Literary Response and Analysis		16	65%	202	54%
Written Conventions		13	72%	211	56%
Writing Strategies		20	68%	210	56%
High School Math	2	65	92%	2	100%
Algebra I		18	94%	2	100%
Geometry		19	92%	2	100%
Algebra II		23	91%	2	100%
Probability and statistics		5	90%	2	100%
Algebra I	98	65	39%	9	9%
Number properties, operations, and linear equations		17	51%	11	11%
Graphing and systems of linear equations		14	37%	11	11%
Quadratics and polynomials		21	37%	14	14%
Functions and rational expressions		13	30%	18	18%
Geometry	157	65	48%	20	13%
Logic and geometric proofs		23	49%	14	9%
Volume and area formulas		11	44%	31	20%
Angle relationships, constructions, and lines		16	48%	25	16%
Trigonometry		15	51%	19	12%
Algebra II	106	65	67%	61	58%
Polynomials and rational expressions		19	71%	60	57%
Quadratics, conics, and complex numbers		16	66%	64	60%
Exponents and logarithms		16	67%	59	56%
Series, combinatorics, probability and statistics		14	65%	62	58%
Life Science	361	60	70%	226	63%
Cell Biology		10	62%	238	66%
Genetics		12	65%	216	60%
Physiology		10	72%	193	53%
Ecology		11	74%	245	68%
Evolution		11	71%	211	58%
Investigation and experimentation		6	80%	253	70%

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California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
Earth Science	29	60	71%	20	69%	
Astronomy and cosmology		12	65%	17	59%	
Solid earth		14	74%	20	69%	
The Earth's energy		28	70%	18	62%	
Investigation and experimentation		6	76%	17	59%	
Biology	295	60	65%	157	53%	
Cell biology		9	52%	163	55%	
Genetics		18	67%	179	61%	
Ecology and evolution		16	62%	137	46%	
Physiology		11	72%	149	51%	
Investigation and experimentation		6	69%	136	46%	
Chemistry	26	60	73%	18	69%	
Atomic and molecular structure		8	76%	20	77%	
Chemical bonds, biochemistry		9	77%	16	62%	
Kinetics, thermodynamics		14	71%	15	58%	
Chemical reactions		13	64%	12	46%	
Conservation of matter and stoichiometry		10	79%	21	81%	
Investigation and experimentation		6	78%	15	58%	
World History	365	60	67%	184	50%	
Development of modern political thought		13	69%	159	44%	
Industrial expansion and imperialism		10	70%	181	50%	
Causes and effects of the 1st World War		14	69%	215	59%	
Causes and effects of the 2nd World War		13	67%	204	56%	
International developments in the Post WW II era		10	61%	167	46%	

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California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	299	299	8	10	26	30	25					
High School Mathematics	58	58	2	12	19	43	24					
Algebra I	10	10	30	70								
Geometry	39	39	21	49	28	3						
Algebra II	133	133	8	29	38	24	2					
United States History	295	295	9	8	24	32	26					
Earth Science	25	25	4	48	48							
Biology/Life Sciences	24	24	21	13	33	17	17					
Chemistry	153	153	5	17	42	25	10					
Physics	6	6	50	17	33							

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	299	75	69%	166	56%
Word Analysis and Vocabulary Development		8	79%	168	56%
Reading Comprehension		19	66%	148	49%
Literary Response and Analysis		17	64%	180	60%
Written Conventions		9	73%	181	61%
Writing Strategies		22	68%	154	52%
High School Math	58	65	75%	39	67%
Algebra I		18	79%	33	57%
Geometry		19	79%	37	64%
Algebra II		23	71%	29	50%
Probability and statistics		5	71%	42	72%
Algebra I	10	65	32%	0	0%
Number properties, operations, and linear equations		17	41%	0	0%
Graphing and systems of linear equations		14	31%	1	10%
Quadratics and polynomials		21	28%	0	0%
Functions and rational expressions		13	28%	1	10%
Geometry	39	65	44%	1	3%
Logic and geometric proofs		23	45%	2	5%
Volume and area formulas		11	42%	5	13%
Angle relationships, constructions, and lines		16	45%	4	10%
Trigonometry		15	45%	4	10%
Algebra II	133	65	53%	34	26%
Polynomials and rational expressions		19	59%	39	29%
Quadratics, conics, and complex numbers		16	49%	38	29%
Exponents and logarithms		16	53%	39	29%
Series, combinatorics, probability and statistics		14	50%	40	30%
United States History	295	60	67%	173	59%
Foundations of American political and social thought		10	66%	159	54%
Industrialization and the U.S. as a world power		13	68%	169	57%
United States between the World Wars		12	69%	153	52%
World War II and foreign affairs		12	64%	170	58%
Post World War II domestic issues		13	69%	187	63%

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California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
Earth Science	25	60	82%	24	96%	
Astronomy and cosmology		12	75%	20	80%	
Solid earth		14	81%	23	92%	
The Earth's energy		28	81%	22	88%	
Investigation and experimentation		6	97%	25	100%	
Biology	24	60	55%	8	33%	
Cell biology		9	44%	8	33%	
Genetics		18	56%	12	50%	
Ecology and evolution		16	53%	9	38%	
Physiology		11	64%	10	42%	
Investigation and experimentation		6	57%	9	38%	
Chemistry	153	60	61%	55	36%	
Atomic and molecular structure		8	64%	68	44%	
Chemical bonds, biochemistry		9	67%	68	44%	
Kinetics, thermodynamics		14	64%	68	44%	
Chemical reactions		13	50%	41	27%	
Conservation of matter and stoichiometry		10	62%	75	49%	
Investigation and experimentation		6	64%	55	36%	
Physics	6	60	67%	3	50%	
Motion and forces		12	75%	5	83%	
Conservation of energy and momentum		12	65%	3	50%	
Heat and thermodynamics		9	80%	5	83%	
Waves		10	67%	3	50%	
Electric and magnetic phenomena		11	50%	2	33%	
Investigation and experimentation		6	64%	2	33%	

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Independence Continuation

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	3	3	33		33		33					
Algebra I	3	3	33		33		33					

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	3	75	49%	1	33%
Word Analysis and Vocabulary Development		8	63%	2	67%
Reading Comprehension		18	54%	1	33%
Literary Response and Analysis		16	40%	1	33%
Written Conventions		13	51%	1	33%
Writing Strategies		20	47%	0	0%
Algebra I	3	65	39%	1	33%
Number properties, operations, and linear equations		17	45%	1	33%
Graphing and systems of linear equations		14	55%	1	33%
Quadratics and polynomials		21	37%	1	33%
Functions and rational expressions		13	18%	0	0%

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Independence Continuation

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level										
			Far Below Basic		Below Basic			Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90		
English/Language Arts	29	29	3	7	24	21	45						
Algebra I	19	19	16	58	21	5							
Life Science	25	25	12	28	28	28	4						
Biology/Life Sciences	20	20	35	15	40	5	5						
World History	24	24	42	4	29	13	13						

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	29	75	77%	19	66%
Word Analysis and Vocabulary Development		8	82%	19	66%
Reading Comprehension		18	79%	18	62%
Literary Response and Analysis		16	77%	21	72%
Written Conventions		13	73%	17	59%
Writing Strategies		20	75%	18	62%
Algebra I	19	65	39%	1	5%
Number properties, operations, and linear equations		17	54%	3	16%
Graphing and systems of linear equations		14	42%	4	21%
Quadratics and polynomials		21	32%	1	5%
Functions and rational expressions		13	28%	2	11%
Life Science	25	60	54%	8	32%
Cell Biology		10	47%	6	24%
Genetics		12	42%	7	28%
Physiology		10	59%	9	36%
Ecology		11	63%	8	32%
Evolution		11	52%	6	24%
Investigation and experimentation		6	70%	11	44%
Biology	20	60	44%	2	10%
Cell biology		9	38%	4	20%
Genetics		18	41%	2	10%
Ecology and evolution		16	38%	2	10%
Physiology		11	59%	5	25%
Investigation and experimentation		6	45%	1	5%
World History	24	60	52%	6	25%
Development of modern political thought		13	58%	9	38%
Industrial expansion and imperialism		10	59%	7	29%
Causes and effects of the 1st World War		14	44%	4	17%
Causes and effects of the 2nd World War		13	46%	5	21%
International developments in the Post WW II era		10	57%	6	25%

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Independence Continuation

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level							
			Far Below Basic	Below Basic	Basic	Proficient	Advanced			
			10	20	30	40	50	60	70	80
English/Language Arts	60	60	27	27	28	10	8			
Algebra I	52	52	33	38	21	8				
United States History	61	61	48	20	8	15	10			

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
Language Arts	60	75	51%	11	18%	<div style="width: 18%; height: 10px; background-color: #90EE90;"></div>
Word Analysis and Vocabulary Development		8	62%	17	28%	<div style="width: 28%; height: 10px; background-color: #90EE90;"></div>
Reading Comprehension		19	51%	10	17%	<div style="width: 17%; height: 10px; background-color: #90EE90;"></div>
Literary Response and Analysis		17	51%	20	33%	<div style="width: 33%; height: 10px; background-color: #90EE90;"></div>
Written Conventions		9	52%	18	30%	<div style="width: 30%; height: 10px; background-color: #90EE90;"></div>
Writing Strategies		22	46%	11	18%	<div style="width: 18%; height: 10px; background-color: #90EE90;"></div>
Algebra I	52	65	36%	4	8%	<div style="width: 8%; height: 10px; background-color: #90EE90;"></div>
Number properties, operations, and linear equations		17	49%	10	19%	<div style="width: 19%; height: 10px; background-color: #90EE90;"></div>
Graphing and systems of linear equations		14	35%	5	10%	<div style="width: 10%; height: 10px; background-color: #90EE90;"></div>
Quadratics and polynomials		21	31%	3	6%	<div style="width: 6%; height: 10px; background-color: #90EE90;"></div>
Functions and rational expressions		13	27%	6	12%	<div style="width: 12%; height: 10px; background-color: #90EE90;"></div>
United States History	61	60	45%	15	25%	<div style="width: 25%; height: 10px; background-color: #90EE90;"></div>
Foundations of American political and social thought		10	45%	15	25%	<div style="width: 25%; height: 10px; background-color: #90EE90;"></div>
Industrialization and the U.S. as a world power		13	45%	17	28%	<div style="width: 28%; height: 10px; background-color: #90EE90;"></div>
United States between the World Wars		12	42%	12	20%	<div style="width: 20%; height: 10px; background-color: #90EE90;"></div>
World War II and foreign affairs		12	45%	14	23%	<div style="width: 23%; height: 10px; background-color: #90EE90;"></div>
Post World War II domestic issues		13	45%	19	31%	<div style="width: 31%; height: 10px; background-color: #90EE90;"></div>

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Independent Learning Ctr

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level										
			Far Below Basic	Below Basic	Basic	Proficient	Advanced						
			10	20	30	40	50	60	70	80	90		
English/Language Arts	15	15	7	13	27	20	33						
General Mathematics	4	4	75					25					
Algebra I	11	11	18	45		18	18						
Earth Science	13	13	15	8	23	31		23					
Biology/Life Sciences	1	1	100										

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	15	75	62%	8	53%
Word Analysis and Vocabulary Development		8	78%	11	73%
Reading Comprehension		18	67%	8	53%
Literary Response and Analysis		16	55%	9	60%
Written Conventions		13	65%	8	53%
Writing Strategies		20	54%	6	40%
General Math	4	65	31%	0	0%
Rational Numbers		14	38%	0	0%
Exponents, powers, and roots		10	20%	0	0%
Quantitative relationships and evaluating expressions		11	25%	0	0%
Multi-step problems, graphing, and functions		10	40%	0	0%
Measurement and geometry		11	36%	0	0%
Statistics, data analysis, and probability		9	25%	0	0%
Algebra I	11	65	43%	2	18%
Number properties, operations, and linear equations		17	57%	0	0%
Graphing and systems of linear equations		14	40%	3	27%
Quadratics and polynomials		21	37%	2	18%
Functions and rational expressions		13	35%	3	27%
Earth Science	13	60	60%	7	54%
Astronomy and cosmology		12	54%	5	38%
Solid earth		14	57%	5	38%
The Earth's energy		28	62%	7	54%
Investigation and experimentation		6	73%	8	62%
Biology	1	60	72%	1	100%
Cell biology		9	44%	0	0%
Genetics		18	72%	1	100%
Ecology and evolution		16	81%	1	100%
Physiology		11	73%	0	0%
Investigation and experimentation		6	83%	1	100%

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Independent Learning Ctr

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	31	31										
Algebra I	14	14										
Geometry	5	5										
Algebra II	2	2										
Life Science	30	30										
Earth Science	2	2										
Biology/Life Sciences	27	27										
World History	29	29										

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	31	75	56%	10	32%
Word Analysis and Vocabulary Development		8	65%	12	39%
Reading Comprehension		18	57%	9	29%
Literary Response and Analysis		16	53%	13	42%
Written Conventions		13	57%	12	39%
Writing Strategies		20	53%	11	35%
Algebra I	14	65	39%	2	14%
Number properties, operations, and linear equations		17	55%	4	29%
Graphing and systems of linear equations		14	35%	3	21%
Quadratics and polynomials		21	32%	0	0%
Functions and rational expressions		13	32%	4	29%
Geometry	5	65	38%	0	0%
Logic and geometric proofs		23	40%	0	0%
Volume and area formulas		11	24%	0	0%
Angle relationships, constructions, and lines		16	42%	0	0%
Trigonometry		15	40%	0	0%
Algebra II	2	65	22%	0	0%
Polynomials and rational expressions		19	26%	0	0%
Quadratics, conics, and complex numbers		16	34%	0	0%
Exponents and logarithms		16	16%	0	0%
Series, combinatorics, probability and statistics		14	7%	0	0%
Life Science	30	60	54%	7	23%
Cell Biology		10	47%	10	33%
Genetics		12	40%	4	13%
Physiology		10	61%	11	37%
Ecology		11	58%	11	37%
Evolution		11	59%	12	40%
Investigation and experimentation		6	66%	12	40%
Earth Science	2	60	48%	1	50%
Astronomy and cosmology		12	42%	0	0%
Solid earth		14	54%	1	50%
The Earth's energy		28	48%	0	0%
Investigation and experimentation		6	50%	0	0%

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Independent Learning Ctr

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	50	50	26		22		26		16		10	
Algebra I	4	4	75				25					
Geometry	4	4	75				25					
Algebra II	4	4	75				25					
United States History	50	50	32		24		28		14		2	
Biology/Life Sciences	5	5	80				20					
Chemistry	1	1	100									

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	50	75	54%	13	26%
Word Analysis and Vocabulary Development		8	65%	15	30%
Reading Comprehension		19	51%	13	26%
Literary Response and Analysis		17	54%	22	44%
Written Conventions		9	56%	16	32%
Writing Strategies		22	53%	13	26%
Algebra I	4	65	25%	0	0%
Number properties, operations, and linear equations		17	47%	0	0%
Graphing and systems of linear equations		14	18%	0	0%
Quadratics and polynomials		21	17%	0	0%
Functions and rational expressions		13	17%	0	0%
Geometry	4	65	40%	0	0%
Logic and geometric proofs		23	43%	0	0%
Volume and area formulas		11	32%	0	0%
Angle relationships, constructions, and lines		16	38%	1	25%
Trigonometry		15	42%	0	0%
Algebra II	4	65	38%	1	25%
Polynomials and rational expressions		19	34%	0	0%
Quadratics, conics, and complex numbers		16	50%	1	25%
Exponents and logarithms		16	45%	1	25%
Series, combinatorics, probability and statistics		14	23%	0	0%
United States History	50	60	48%	8	16%
Foundations of American political and social thought		10	47%	10	20%
Industrialization and the U.S. as a world power		13	48%	12	24%
United States between the World Wars		12	48%	8	16%
World War II and foreign affairs		12	44%	12	24%
Post World War II domestic issues		13	50%	14	28%
Biology	5	60	58%	1	20%
Cell biology		9	44%	1	20%
Genetics		18	68%	3	60%
Ecology and evolution		16	56%	2	40%
Physiology		11	55%	1	20%
Investigation and experimentation		6	63%	2	40%
Chemistry	1	60	53%	0	0%
Atomic and molecular structure		8	63%	0	0%
Chemical bonds, biochemistry		9	67%	0	0%
Kinetics, thermodynamics		14	64%	0	0%
Chemical reactions		13	31%	0	0%
Conservation of matter and stoichiometry		10	50%	0	0%
Investigation and experimentation		6	50%	0	0%

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California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level										
			Far Below Basic		Below Basic		Basic		Proficient		Advanced		
			10	20	30	40	50	60	70	80	90		
English/Language Arts	572	568	2	3	11	35				49			
General Mathematics	6	6	50					50					
Algebra I	303	302	3	15		31			43			8	
Geometry	228	228	30			53				16			
Algebra II	35	35	9		51				40				
Earth Science	392	392	4	5	28			47			16		
Biology/Life Sciences	162	162	3		20			76					
World History	1	1	100										

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	568	75	76%	481	85%
Word Analysis and Vocabulary Development		8	79%	451	79%
Reading Comprehension		18	80%	481	85%
Literary Response and Analysis		16	73%	465	82%
Written Conventions		13	79%	461	81%
Writing Strategies		20	72%	443	78%
General Math	6	65	30%	0	0%
Rational Numbers		14	38%	1	17%
Exponents, powers, and roots		10	25%	0	0%
Quantitative relationships and evaluating expressions		11	27%	0	0%
Multi-step problems, graphing, and functions		10	28%	0	0%
Measurement and geometry		11	30%	1	17%
Statistics, data analysis, and probability		9	30%	0	0%
Algebra I	302	65	57%	154	51%
Number properties, operations, and linear equations		17	74%	173	57%
Graphing and systems of linear equations		14	61%	163	54%
Quadratics and polynomials		21	52%	130	43%
Functions and rational expressions		13	40%	127	42%
Geometry	228	65	73%	156	68%
Logic and geometric proofs		23	77%	155	68%
Volume and area formulas		11	64%	137	60%
Angle relationships, constructions, and lines		16	71%	146	64%
Trigonometry		15	76%	159	70%
Algebra II	35	65	78%	32	91%
Polynomials and rational expressions		19	86%	32	91%
Quadratics, conics, and complex numbers		16	76%	31	89%
Exponents and logarithms		16	77%	26	74%
Series, combinatorics, probability and statistics		14	71%	30	86%
Earth Science	392	60	68%	250	64%
Astronomy and cosmology		12	66%	232	59%
Solid earth		14	67%	219	56%
The Earth's energy		28	67%	228	58%
Investigation and experimentation		6	79%	260	66%

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California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
Biology	162	60	86%	156	96%	
Cell biology		9	78%	150	93%	
Genetics		18	87%	156	96%	
Ecology and evolution		16	87%	151	93%	
Physiology		11	91%	146	90%	
Investigation and experimentation		6	81%	110	68%	
World History	1	60	87%	1	100%	
Development of modern political thought		13	77%	1	100%	
Industrial expansion and imperialism		10	90%	1	100%	
Causes and effects of the 1st World War		14	86%	1	100%	
Causes and effects of the 2nd World War		13	85%	1	100%	
International developments in the Post WW II era		10	100%	1	100%	

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California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic			Basic		Proficient		Advanced
			10	20	30	40	50	60	70	80	90	
English/Language Arts	563	562	4	4	15	29	47					
High School Mathematics	36	36			33	67						
Algebra I	76	75	17	41	33	9						
Integrated 1 Mathematics	1	1	100									
Geometry	207	207	1	25	50	24						
Algebra II	237	237	3	36	46	14						
Life Science	559	559	6	6	17	26	45					
Earth Science	12	12	33	25	17	17	8					
Biology/Life Sciences	313	313	4	5	24	42	25					
Chemistry	193	193		12	54	33						
Physics	2	2	100									
World History	558	558	5	2	19	36	37					

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	562	75	78%	428	76%
Word Analysis and Vocabulary Development		8	85%	394	70%
Reading Comprehension		18	80%	411	73%
Literary Response and Analysis		16	72%	390	69%
Written Conventions		13	79%	410	73%
Writing Strategies		20	75%	430	77%
High School Math	36	65	91%	36	100%
Algebra I		18	94%	36	100%
Geometry		19	90%	35	97%
Algebra II		23	90%	35	97%
Probability and statistics		5	83%	34	94%
Algebra I	75	65	41%	7	9%
Number properties, operations, and linear equations		17	53%	13	17%
Graphing and systems of linear equations		14	42%	14	19%
Quadratics and polynomials		21	35%	5	7%
Functions and rational expressions		13	36%	24	32%
Integrated Math 1	1	65	26%	0	0%
Number properties, operations, and linear equations		15	13%	0	0%
Graphing		9	33%	0	0%
Quadratics and polynomials		14	21%	0	0%
Functions and rational expressions		7	14%	0	0%
Geometry		20	40%	0	0%
Geometry	207	65	57%	50	24%
Logic and geometric proofs		23	60%	52	25%
Volume and area formulas		11	49%	50	24%
Angle relationships, constructions, and lines		16	57%	60	29%
Trigonometry		15	60%	66	32%

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California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
Algebra II	237	65	68%	143	60%	
Polynomials and rational expressions		19	75%	151	64%	
Quadratics, conics, and complex numbers		16	64%	148	62%	
Exponents and logarithms		16	67%	129	54%	
Series, combinatorics, probability and statistics		14	62%	137	58%	
Life Science	559	60	74%	400	72%	
Cell Biology		10	66%	400	72%	
Genetics		12	69%	387	69%	
Physiology		10	77%	356	64%	
Ecology		11	77%	420	75%	
Evolution		11	75%	401	72%	
Investigation and experimentation		6	81%	405	72%	
Earth Science	12	60	47%	3	25%	
Astronomy and cosmology		12	55%	4	33%	
Solid earth		14	42%	3	25%	
The Earth's energy		28	46%	3	25%	
Investigation and experimentation		6	44%	3	25%	
Biology	313	60	69%	209	67%	
Cell biology		9	60%	231	74%	
Genetics		18	71%	209	67%	
Ecology and evolution		16	70%	199	64%	
Physiology		11	76%	193	62%	
Investigation and experimentation		6	65%	125	40%	
Chemistry	193	60	80%	168	87%	
Atomic and molecular structure		8	80%	143	74%	
Chemical bonds, biochemistry		9	83%	149	77%	
Kinetics, thermodynamics		14	80%	163	84%	
Chemical reactions		13	69%	112	58%	
Conservation of matter and stoichiometry		10	83%	171	89%	
Investigation and experimentation		6	89%	170	88%	
Physics	2	60	76%	2	100%	
Motion and forces		12	75%	1	50%	
Conservation of energy and momentum		12	92%	2	100%	
Heat and thermodynamics		9	83%	2	100%	
Waves		10	65%	1	50%	
Electric and magnetic phenomena		11	77%	2	100%	
Investigation and experimentation		6	50%	1	50%	
World History	558	60	75%	411	74%	
Development of modern political thought		13	76%	352	63%	
Industrial expansion and imperialism		10	76%	340	61%	
Causes and effects of the 1st World War		14	79%	441	79%	
Causes and effects of the 2nd World War		13	72%	382	68%	
International developments in the Post WW II era		10	73%	411	74%	

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California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic			Basic		Proficient		Advanced
			10	20	30	40	50	60	70	80	90	
English/Language Arts	524	524	4	6	17	31			43			
High School Mathematics	198	198	5	20			42			33		
Algebra I	20	20	25			45			15	15		
Geometry	66	66	5	38			32		24	2		
Algebra II	174	174	5	16	48			28		3		
United States History	523	523	5	4	16	34			42			
Earth Science	22	22	14		36			50				
Biology/Life Sciences	112	112	4	8	8	17	63					
Chemistry	189	189	10	42			37			11		
Physics	20	20	15		65				20			
World History	1	1	100									

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	524	75	76%	385	73%
Word Analysis and Vocabulary Development		8	83%	351	67%
Reading Comprehension		19	75%	352	67%
Literary Response and Analysis		17	70%	385	73%
Written Conventions		9	79%	381	73%
Writing Strategies		22	76%	380	73%
High School Math	198	65	81%	148	75%
Algebra I		18	85%	143	72%
Geometry		19	80%	122	62%
Algebra II		23	79%	140	71%
Probability and statistics		5	75%	171	86%
Algebra I	20	65	38%	3	15%
Number properties, operations, and linear equations		17	52%	4	20%
Graphing and systems of linear equations		14	40%	3	15%
Quadratics and polynomials		21	33%	0	0%
Functions and rational expressions		13	25%	3	15%
Geometry	66	65	54%	17	26%
Logic and geometric proofs		23	57%	17	26%
Volume and area formulas		11	47%	20	30%
Angle relationships, constructions, and lines		16	52%	15	23%
Trigonometry		15	56%	15	23%
Algebra II	174	65	57%	55	32%
Polynomials and rational expressions		19	64%	60	34%
Quadratics, conics, and complex numbers		16	54%	65	37%
Exponents and logarithms		16	56%	57	33%
Series, combinatorics, probability and statistics		14	52%	54	31%

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Oak Ridge High

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
United States History	523	60	74%	397	76%	
Foundations of American political and social thought		10	73%	364	70%	
Industrialization and the U.S. as a world power		13	75%	382	73%	
United States between the World Wars		12	76%	351	67%	
World War II and foreign affairs		12	71%	367	70%	
Post World War II domestic issues		13	75%	407	78%	
Earth Science	22	60	80%	19	86%	
Astronomy and cosmology		12	73%	15	68%	
Solid earth		14	80%	19	86%	
The Earth's energy		28	80%	18	82%	
Investigation and experimentation		6	92%	18	82%	
Biology	112	60	78%	90	80%	
Cell biology		9	75%	92	82%	
Genetics		18	79%	91	81%	
Ecology and evolution		16	78%	84	75%	
Physiology		11	84%	85	76%	
Investigation and experimentation		6	73%	65	58%	
Chemistry	189	60	66%	90	48%	
Atomic and molecular structure		8	64%	78	41%	
Chemical bonds, biochemistry		9	71%	107	57%	
Kinetics, thermodynamics		14	68%	106	56%	
Chemical reactions		13	56%	62	33%	
Conservation of matter and stoichiometry		10	71%	118	62%	
Investigation and experimentation		6	76%	116	61%	
Physics	20	60	73%	17	85%	
Motion and forces		12	74%	15	75%	
Conservation of energy and momentum		12	75%	17	85%	
Heat and thermodynamics		9	73%	15	75%	
Waves		10	71%	13	65%	
Electric and magnetic phenomena		11	77%	18	90%	
Investigation and experimentation		6	65%	14	70%	
World History	1	60	35%	0	0%	
Development of modern political thought		13	31%	0	0%	
Industrial expansion and imperialism		10	30%	0	0%	
Causes and effects of the 1st World War		14	29%	0	0%	
Causes and effects of the 2nd World War		13	62%	0	0%	
International developments in the Post WW II era		10	20%	0	0%	

STAR 2010 Group Performance - PHS Grade 9

Ponderosa High

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level								
			Far Below Basic	Below Basic	Basic	Proficient	Advanced				
			10	20	30	40	50	60	70	80	90
English/Language Arts	469	468	3	4	16	39	38				
General Mathematics	47	46	28	21	32	15	4				
High School Mathematics	1	1				100					
Algebra I	252	252	3	11	20	49	17				
Geometry	136	136	4		30	50	15				
Algebra II	27	27				33	67				
Earth Science	411	411	3	4	22	38	34				
Biology/Life Sciences	29	29	3		10	86					

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	468	75	72%	361	77%
Word Analysis and Vocabulary Development		8	78%	350	75%
Reading Comprehension		18	76%	363	78%
Literary Response and Analysis		16	69%	340	73%
Written Conventions		13	74%	342	73%
Writing Strategies		20	67%	309	66%
General Math	46	65	46%	9	20%
Rational Numbers		14	45%	10	22%
Exponents, powers, and roots		10	42%	11	24%
Quantitative relationships and evaluating expressions		11	55%	14	30%
Multi-step problems, graphing, and functions		10	42%	8	17%
Measurement and geometry		11	42%	18	39%
Statistics, data analysis, and probability		9	48%	8	17%
High School Math	1	65	95%	1	100%
Algebra I		18	94%	1	100%
Geometry		19	100%	1	100%
Algebra II		23	96%	1	100%
Probability and statistics		5	80%	1	100%
Algebra I	252	65	62%	165	65%
Number properties, operations, and linear equations		17	74%	147	58%
Graphing and systems of linear equations		14	67%	161	64%
Quadratics and polynomials		21	58%	147	58%
Functions and rational expressions		13	49%	160	63%
Geometry	136	65	72%	89	65%
Logic and geometric proofs		23	72%	74	54%
Volume and area formulas		11	68%	88	65%
Angle relationships, constructions, and lines		16	71%	89	65%
Trigonometry		15	75%	86	63%
Algebra II	27	65	85%	27	100%
Polynomials and rational expressions		19	85%	26	96%
Quadratics, conics, and complex numbers		16	87%	27	100%
Exponents and logarithms		16	86%	27	100%
Series, combinatorics, probability and statistics		14	80%	24	89%

STAR 2010 Group Performance - PHS Grade 10

Ponderosa High

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	504	502	5	7	20	34				34		
High School Mathematics	22	22	9	32				59				
Algebra I	136	134	10	28		32			25		5	
Geometry	203	203	2	20		42			34			
Algebra II	132	132	5	18		53				24		
Life Science	505	505	4	4	15	23		54				
Earth Science	15	15	13	13	40			27		7		
Biology/Life Sciences	447	447	3	4	18	30		46				
Chemistry	24	24	4	4	8	83						
World History	504	504	7	5	24	29		34				

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	502	75	74%	342	68%
Word Analysis and Vocabulary Development		8	83%	321	64%
Reading Comprehension		18	77%	327	65%
Literary Response and Analysis		16	70%	321	64%
Written Conventions		13	74%	309	62%
Writing Strategies		20	71%	327	65%
High School Math	22	65	89%	20	91%
Algebra I		18	90%	18	82%
Geometry		19	92%	21	95%
Algebra II		23	89%	20	91%
Probability and statistics		5	77%	20	91%
Algebra I	134	65	49%	41	31%
Number properties, operations, and linear equations		17	62%	46	34%
Graphing and systems of linear equations		14	50%	46	34%
Quadratics and polynomials		21	43%	38	28%
Functions and rational expressions		13	40%	55	41%
Geometry	203	65	60%	71	35%
Logic and geometric proofs		23	61%	56	28%
Volume and area formulas		11	54%	81	40%
Angle relationships, constructions, and lines		16	60%	81	40%
Trigonometry		15	62%	82	40%
Algebra II	132	65	72%	102	77%
Polynomials and rational expressions		19	77%	89	67%
Quadratics, conics, and complex numbers		16	72%	107	81%
Exponents and logarithms		16	72%	93	70%
Series, combinatorics, probability and statistics		14	65%	79	60%
Life Science	505	60	78%	389	77%
Cell Biology		10	72%	394	78%
Genetics		12	74%	379	75%
Physiology		10	83%	382	76%
Ecology		11	79%	378	75%
Evolution		11	78%	377	75%
Investigation and experimentation		6	85%	393	78%

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Ponderosa High

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
Earth Science	15	60	56%	5	33%	
Astronomy and cosmology		12	58%	6	40%	
Solid earth		14	50%	2	13%	
The Earth's energy		28	57%	6	40%	
Investigation and experimentation		6	60%	4	27%	
Biology	447	60	75%	339	76%	
Cell biology		9	66%	351	79%	
Genetics		18	75%	337	75%	
Ecology and evolution		16	76%	323	72%	
Physiology		11	83%	329	74%	
Investigation and experimentation		6	74%	243	54%	
Chemistry	24	60	88%	22	92%	
Atomic and molecular structure		8	89%	23	96%	
Chemical bonds, biochemistry		9	88%	21	88%	
Kinetics, thermodynamics		14	91%	23	96%	
Chemical reactions		13	83%	23	96%	
Conservation of matter and stoichiometry		10	85%	19	79%	
Investigation and experimentation		6	93%	23	96%	
World History	504	60	73%	321	64%	
Development of modern political thought		13	71%	261	52%	
Industrial expansion and imperialism		10	77%	317	63%	
Causes and effects of the 1st World War		14	75%	353	70%	
Causes and effects of the 2nd World War		13	71%	333	66%	
International developments in the Post WW II era		10	69%	316	63%	

STAR 2010 Group Performance - PHS Grade 11

Ponderosa High

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	404	404	7	11	22	28	32					
High School Mathematics	89	89	3	19	42	36						
Algebra I	15	15	20	40	27	13						
Geometry	66	66	8	35	44	12	2					
Algebra II	170	170	4	17	34	38	8					
United States History	403	403	6	7	20	31	37					
Earth Science	7	7	29	29	14	29						
Biology/Life Sciences	34	34	15	9	41	9	26					
Chemistry	247	247	3	4	26	36	31					
Physics	8	8	13	88								

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	404	75	70%	243	60%
Word Analysis and Vocabulary Development		8	80%	231	57%
Reading Comprehension		19	70%	227	56%
Literary Response and Analysis		17	65%	249	62%
Written Conventions		9	73%	245	61%
Writing Strategies		22	70%	239	59%
High School Math	89	65	82%	69	78%
Algebra I		18	87%	63	71%
Geometry		19	81%	59	66%
Algebra II		23	80%	69	78%
Probability and statistics		5	73%	72	81%
Algebra I	15	65	41%	2	13%
Number properties, operations, and linear equations		17	51%	2	13%
Graphing and systems of linear equations		14	47%	4	27%
Quadratics and polynomials		21	35%	2	13%
Functions and rational expressions		13	33%	4	27%
Geometry	66	65	51%	9	14%
Logic and geometric proofs		23	53%	11	17%
Volume and area formulas		11	44%	11	17%
Angle relationships, constructions, and lines		16	51%	15	23%
Trigonometry		15	54%	13	20%
Algebra II	170	65	61%	77	45%
Polynomials and rational expressions		19	66%	76	45%
Quadratics, conics, and complex numbers		16	62%	99	58%
Exponents and logarithms		16	62%	80	47%
Series, combinatorics, probability and statistics		14	52%	61	36%
United States History	403	60	72%	272	67%
Foundations of American political and social thought		10	68%	247	61%
Industrialization and the U.S. as a world power		13	74%	281	70%
United States between the World Wars		12	72%	224	56%
World War II and foreign affairs		12	72%	304	75%
Post World War II domestic issues		13	71%	276	68%

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California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
Earth Science	7	60	65%	3	43%	
Astronomy and cosmology		12	62%	3	43%	
Solid earth		14	62%	3	43%	
The Earth's energy		28	65%	3	43%	
Investigation and experimentation		6	76%	4	57%	
Biology	34	60	59%	12	35%	
Cell biology		9	50%	16	47%	
Genetics		18	60%	15	44%	
Ecology and evolution		16	56%	11	32%	
Physiology		11	68%	17	50%	
Investigation and experimentation		6	58%	11	32%	
Chemistry	247	60	74%	165	67%	
Atomic and molecular structure		8	74%	174	70%	
Chemical bonds, biochemistry		9	78%	161	65%	
Kinetics, thermodynamics		14	75%	168	68%	
Chemical reactions		13	68%	142	57%	
Conservation of matter and stoichiometry		10	73%	166	67%	
Investigation and experimentation		6	79%	172	70%	
Physics	8	60	87%	8	100%	
Motion and forces		12	86%	7	88%	
Conservation of energy and momentum		12	90%	8	100%	
Heat and thermodynamics		9	100%	8	100%	
Waves		10	95%	8	100%	
Electric and magnetic phenomena		11	63%	4	50%	
Investigation and experimentation		6	92%	8	100%	

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EL DORADO UHSD
Shenandoah High

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic			Basic		Proficient		Advanced
			10	20	30	40	50	60	70	80	90	
English/Language Arts	30	30	17		40			33		10		
Algebra I	27	27	22		41			22		11	4	
Geometry	3	3	67						33			
Earth Science	30	30	10	10	40			23		17		

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	30	75	63%	13	43%
Word Analysis and Vocabulary Development		8	72%	18	60%
Reading Comprehension		18	62%	13	43%
Literary Response and Analysis		16	57%	14	47%
Written Conventions		13	69%	19	63%
Writing Strategies		20	60%	14	47%
Algebra I	27	65	41%	4	15%
Number properties, operations, and linear equations		17	58%	7	26%
Graphing and systems of linear equations		14	44%	7	26%
Quadratics and polynomials		21	34%	3	11%
Functions and rational expressions		13	29%	4	15%
Geometry	3	65	53%	0	0%
Logic and geometric proofs		23	54%	0	0%
Volume and area formulas		11	52%	1	33%
Angle relationships, constructions, and lines		16	52%	0	0%
Trigonometry		15	53%	0	0%
Earth Science	30	60	60%	12	40%
Astronomy and cosmology		12	56%	13	43%
Solid earth		14	58%	9	30%
The Earth's energy		28	61%	12	40%
Investigation and experimentation		6	69%	15	50%

STAR 2010 Group Performance - SHS Grade 10

EL DORADO UHSD
Shenandoah High

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level												
			Far Below Basic		Below Basic			Basic		Proficient		Advanced			
			10	20	30	40	50	60	70	80	90				
English/Language Arts	18	18	17	22	22	22	22	17							
Algebra I	12	12	17	42	33	8									
Geometry	4	4	25	25	25	25									
Algebra II	1	1	100												
Life Science	18	18	22	11	28	22	17								
Earth Science	1	1	100												
Biology/Life Sciences	11	11	18	18	55	9									
World History	7	7	14	29	29	14	14								

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	18	75	58%	7	39%
Word Analysis and Vocabulary Development		8	62%	6	33%
Reading Comprehension		18	60%	8	44%
Literary Response and Analysis		16	56%	7	39%
Written Conventions		13	57%	4	22%
Writing Strategies		20	57%	7	39%
Algebra I	12	65	41%	1	8%
Number properties, operations, and linear equations		17	59%	2	17%
Graphing and systems of linear equations		14	38%	2	17%
Quadratics and polynomials		21	37%	2	17%
Functions and rational expressions		13	28%	1	8%
Geometry	4	65	48%	1	25%
Logic and geometric proofs		23	54%	1	25%
Volume and area formulas		11	45%	1	25%
Angle relationships, constructions, and lines		16	45%	0	0%
Trigonometry		15	42%	0	0%
Algebra II	1	65	62%	0	0%
Polynomials and rational expressions		19	74%	1	100%
Quadratics, conics, and complex numbers		16	63%	1	100%
Exponents and logarithms		16	44%	0	0%
Series, combinatorics, probability and statistics		14	64%	1	100%
Life Science	18	60	58%	7	39%
Cell Biology		10	55%	9	50%
Genetics		12	38%	3	17%
Physiology		10	68%	10	56%
Ecology		11	65%	9	50%
Evolution		11	59%	10	56%
Investigation and experimentation		6	69%	9	50%
Earth Science	1	60	60%	0	0%
Astronomy and cosmology		12	75%	1	100%
Solid earth		14	71%	1	100%
The Earth's energy		28	43%	0	0%
Investigation and experimentation		6	83%	1	100%

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EL DORADO UHSD
Shenandoah High

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	19	19	11	32		37				21		
Algebra I	4	4	25		50				25			
Geometry	7	7	29		57				14			
Algebra II	4	4	25		25		50					
United States History	19	19	16	11	37				21	16		
Chemistry	1	1	100									
World History	6	6	33			33			33			

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	19	75	70%	11	58%
Word Analysis and Vocabulary Development		8	76%	9	47%
Reading Comprehension		19	70%	11	58%
Literary Response and Analysis		17	67%	13	68%
Written Conventions		9	73%	11	58%
Writing Strategies		22	70%	11	58%
Algebra I	4	65	48%	1	25%
Number properties, operations, and linear equations		17	66%	2	50%
Graphing and systems of linear equations		14	46%	1	25%
Quadratics and polynomials		21	39%	1	25%
Functions and rational expressions		13	38%	2	50%
Geometry	7	65	39%	0	0%
Logic and geometric proofs		23	42%	1	14%
Volume and area formulas		11	27%	0	0%
Angle relationships, constructions, and lines		16	41%	0	0%
Trigonometry		15	42%	0	0%
Algebra II	4	65	42%	0	0%
Polynomials and rational expressions		19	46%	0	0%
Quadratics, conics, and complex numbers		16	39%	0	0%
Exponents and logarithms		16	38%	0	0%
Series, combinatorics, probability and statistics		14	45%	1	25%
United States History	19	60	59%	7	37%
Foundations of American political and social thought		10	54%	7	37%
Industrialization and the U.S. as a world power		13	60%	8	42%
United States between the World Wars		12	54%	4	21%
World War II and foreign affairs		12	60%	8	42%
Post World War II domestic issues		13	63%	9	47%
Chemistry	1	60	53%	0	0%
Atomic and molecular structure		8	88%	1	100%
Chemical bonds, biochemistry		9	67%	0	0%
Kinetics, thermodynamics		14	43%	0	0%
Chemical reactions		13	54%	0	0%
Conservation of matter and stoichiometry		10	30%	0	0%
Investigation and experimentation		6	50%	0	0%
World History	6	60	78%	4	67%
Development of modern political thought		13	78%	4	67%
Industrial expansion and imperialism		10	77%	3	50%
Causes and effects of the 1st World War		14	81%	5	83%
Causes and effects of the 2nd World War		13	82%	5	83%
International developments in the Post WW II era		10	68%	4	67%

STAR 2010 Group Performance - UMHS Grade 9

EL DORADO UHSD
Union Mine High

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	255	254	5	7	14	37	37					
General Mathematics	11	10	55	27	9	9						
Algebra I	137	137	8	38	40	12	1					
Geometry	101	101		43	46	11						
Algebra II	3	3		33	67							
Earth Science	183	183	7	8	33	34	17					
Biology/Life Sciences	58	58	5	26	69							
World History	1	1	100									

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	254	75	71%	190	75%
Word Analysis and Vocabulary Development		8	77%	196	77%
Reading Comprehension		18	75%	187	74%
Literary Response and Analysis		16	65%	173	68%
Written Conventions		13	72%	182	72%
Writing Strategies		20	67%	168	66%
General Math	10	65	34%	1	10%
Rational Numbers		14	29%	1	10%
Exponents, powers, and roots		10	34%	1	10%
Quantitative relationships and evaluating expressions		11	40%	1	10%
Multi-step problems, graphing, and functions		10	36%	1	10%
Measurement and geometry		11	29%	2	20%
Statistics, data analysis, and probability		9	41%	2	20%
Algebra I	137	65	45%	19	14%
Number properties, operations, and linear equations		17	60%	27	20%
Graphing and systems of linear equations		14	44%	27	20%
Quadratics and polynomials		21	41%	22	16%
Functions and rational expressions		13	34%	42	31%
Geometry	101	65	70%	57	56%
Logic and geometric proofs		23	75%	56	55%
Volume and area formulas		11	64%	59	58%
Angle relationships, constructions, and lines		16	67%	56	55%
Trigonometry		15	69%	47	47%
Algebra II	3	65	73%	2	67%
Polynomials and rational expressions		19	84%	2	67%
Quadratics, conics, and complex numbers		16	63%	2	67%
Exponents and logarithms		16	73%	2	67%
Series, combinatorics, probability and statistics		14	69%	2	67%
Earth Science	183	60	65%	95	52%
Astronomy and cosmology		12	56%	66	36%
Solid earth		14	64%	89	49%
The Earth's energy		28	66%	104	57%
Investigation and experimentation		6	77%	124	68%

STAR 2010 Group Performance - UMHS Grade 10

EL DORADO UHSD
Union Mine High

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic			Basic		Proficient		Advanced
			10	20	30	40	50	60	70	80	90	
English/Language Arts	256	255	5	9	23	31	32					
High School Mathematics	1	1				100						
Algebra I	28	27	18	61	18	4						
Geometry	117	117	6	47	37	9	2					
Algebra II	95	95	8	35	37	19						
Life Science	250	250	8	6	18	24	43					
Earth Science	19	19	11	26	42	16	5					
Biology/Life Sciences	226	226	2	24	36	36						
Chemistry	1	1			100							
World History	244	244	10	5	22	32	31					

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	255	75	72%	162	64%
Word Analysis and Vocabulary Development		8	78%	142	56%
Reading Comprehension		18	75%	156	61%
Literary Response and Analysis		16	68%	156	61%
Written Conventions		13	73%	153	60%
Writing Strategies		20	70%	160	63%
High School Math	1	65	77%	1	100%
Algebra I		18	89%	1	100%
Geometry		19	74%	0	0%
Algebra II		23	83%	1	100%
Probability and statistics		5	20%	0	0%
Algebra I	27	65	37%	1	4%
Number properties, operations, and linear equations		17	53%	2	7%
Graphing and systems of linear equations		14	30%	1	4%
Quadratics and polynomials		21	34%	2	7%
Functions and rational expressions		13	28%	2	7%
Geometry	117	65	49%	12	10%
Logic and geometric proofs		23	52%	15	13%
Volume and area formulas		11	47%	30	26%
Angle relationships, constructions, and lines		16	50%	19	16%
Trigonometry		15	47%	14	12%
Algebra II	95	65	66%	53	56%
Polynomials and rational expressions		19	73%	55	58%
Quadratics, conics, and complex numbers		16	61%	52	55%
Exponents and logarithms		16	68%	55	58%
Series, combinatorics, probability and statistics		14	59%	42	44%
Life Science	250	60	72%	168	67%
Cell Biology		10	66%	177	71%
Genetics		12	66%	156	62%
Physiology		10	75%	154	62%
Ecology		11	75%	179	72%
Evolution		11	73%	166	66%
Investigation and experimentation		6	79%	173	69%

STAR 2010 Group Performance - UMHS Grade 10

EL DORADO UHSD
Union Mine High

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
Earth Science	19	60	51%	4	21%	<div style="width: 21%; background-color: #90EE90; border: 1px solid black;"></div>
Astronomy and cosmology		12	41%	3	16%	<div style="width: 16%; background-color: #90EE90; border: 1px solid black;"></div>
Solid earth		14	57%	4	21%	<div style="width: 21%; background-color: #90EE90; border: 1px solid black;"></div>
The Earth's energy		28	51%	3	16%	<div style="width: 16%; background-color: #90EE90; border: 1px solid black;"></div>
Investigation and experimentation		6	61%	6	32%	<div style="width: 32%; background-color: #90EE90; border: 1px solid black;"></div>
Biology	226	60	73%	164	73%	<div style="width: 73%; background-color: #90EE90; border: 1px solid black;"></div>
Cell biology		9	67%	179	79%	<div style="width: 79%; background-color: #90EE90; border: 1px solid black;"></div>
Genetics		18	71%	160	71%	<div style="width: 71%; background-color: #90EE90; border: 1px solid black;"></div>
Ecology and evolution		16	72%	154	68%	<div style="width: 68%; background-color: #90EE90; border: 1px solid black;"></div>
Physiology		11	80%	144	64%	<div style="width: 64%; background-color: #90EE90; border: 1px solid black;"></div>
Investigation and experimentation		6	75%	119	53%	<div style="width: 53%; background-color: #90EE90; border: 1px solid black;"></div>
Chemistry	1	60	55%	0	0%	<div style="width: 0%; background-color: #90EE90; border: 1px solid black;"></div>
Atomic and molecular structure		8	63%	0	0%	<div style="width: 0%; background-color: #90EE90; border: 1px solid black;"></div>
Chemical bonds, biochemistry		9	67%	0	0%	<div style="width: 0%; background-color: #90EE90; border: 1px solid black;"></div>
Kinetics, thermodynamics		14	57%	0	0%	<div style="width: 0%; background-color: #90EE90; border: 1px solid black;"></div>
Chemical reactions		13	38%	0	0%	<div style="width: 0%; background-color: #90EE90; border: 1px solid black;"></div>
Conservation of matter and stoichiometry		10	30%	0	0%	<div style="width: 0%; background-color: #90EE90; border: 1px solid black;"></div>
Investigation and experimentation		6	100%	1	100%	<div style="width: 100%; background-color: #90EE90; border: 1px solid black;"></div>
World History	244	60	71%	153	63%	<div style="width: 63%; background-color: #90EE90; border: 1px solid black;"></div>
Development of modern political thought		13	75%	154	63%	<div style="width: 63%; background-color: #90EE90; border: 1px solid black;"></div>
Industrial expansion and imperialism		10	76%	147	60%	<div style="width: 60%; background-color: #90EE90; border: 1px solid black;"></div>
Causes and effects of the 1st World War		14	71%	148	61%	<div style="width: 61%; background-color: #90EE90; border: 1px solid black;"></div>
Causes and effects of the 2nd World War		13	68%	144	59%	<div style="width: 59%; background-color: #90EE90; border: 1px solid black;"></div>
International developments in the Post WW II era		10	66%	137	56%	<div style="width: 56%; background-color: #90EE90; border: 1px solid black;"></div>

STAR 2010 Group Performance - UMHS Grade 11

EL DORADO UHSD
Union Mine High

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	232	231	5	7	25	30	34					
High School Mathematics	48	48	2	15	63	21						
Algebra I	6	6	67	33								
Geometry	51	51	12	37	41	10						
Algebra II	116	116	5	25	40	25	5					
United States History	226	226	4	6	16	31	42					
Earth Science	5	5	20	60	20							
Biology/Life Sciences	41	41	2	7	37	41	12					
Chemistry	156	156	4	6	47	33	10					
Physics	5	5	40	60								
World History	1	1	100									

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	231	75	72%	148	64%
Word Analysis and Vocabulary Development		8	82%	139	60%
Reading Comprehension		19	71%	132	57%
Literary Response and Analysis		17	67%	143	62%
Written Conventions		9	76%	158	68%
Writing Strategies		22	72%	141	61%
High School Math	48	65	81%	40	83%
Algebra I		18	87%	34	71%
Geometry		19	81%	35	73%
Algebra II		23	76%	32	67%
Probability and statistics		5	80%	42	88%
Algebra I	6	65	29%	0	0%
Number properties, operations, and linear equations		17	37%	0	0%
Graphing and systems of linear equations		14	26%	0	0%
Quadratics and polynomials		21	24%	0	0%
Functions and rational expressions		13	28%	1	17%
Geometry	51	65	49%	5	10%
Logic and geometric proofs		23	53%	6	12%
Volume and area formulas		11	47%	13	25%
Angle relationships, constructions, and lines		16	48%	9	18%
Trigonometry		15	47%	6	12%
Algebra II	116	65	56%	35	30%
Polynomials and rational expressions		19	65%	49	42%
Quadratics, conics, and complex numbers		16	53%	44	38%
Exponents and logarithms		16	57%	41	35%
Series, combinatorics, probability and statistics		14	46%	19	16%

STAR 2010 Group Performance - UMHS Grade 11

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California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency	
United States History	226	60	73%	167	74%	
Foundations of American political and social thought		10	73%	152	67%	
Industrialization and the U.S. as a world power		13	76%	166	73%	
United States between the World Wars		12	75%	144	64%	
World War II and foreign affairs		12	71%	162	72%	
Post World War II domestic issues		13	73%	162	72%	
Earth Science	5	60	59%	1	20%	
Astronomy and cosmology		12	55%	1	20%	
Solid earth		14	57%	2	40%	
The Earth's energy		28	58%	1	20%	
Investigation and experimentation		6	73%	3	60%	
Biology	41	60	64%	22	54%	
Cell biology		9	60%	29	71%	
Genetics		18	63%	21	51%	
Ecology and evolution		16	63%	21	51%	
Physiology		11	74%	23	56%	
Investigation and experimentation		6	63%	13	32%	
Chemistry	156	60	65%	67	43%	
Atomic and molecular structure		8	66%	73	47%	
Chemical bonds, biochemistry		9	72%	89	57%	
Kinetics, thermodynamics		14	67%	86	55%	
Chemical reactions		13	55%	46	29%	
Conservation of matter and stoichiometry		10	61%	73	47%	
Investigation and experimentation		6	74%	83	53%	
Physics	5	60	66%	3	60%	
Motion and forces		12	58%	3	60%	
Conservation of energy and momentum		12	68%	4	80%	
Heat and thermodynamics		9	78%	4	80%	
Waves		10	72%	3	60%	
Electric and magnetic phenomena		11	60%	3	60%	
Investigation and experimentation		6	60%	2	40%	
World History	1	60	2%	0	0%	
Development of modern political thought		13	0%	0	0%	
Industrial expansion and imperialism		10	0%	0	0%	
Causes and effects of the 1st World War		14	7%	0	0%	
Causes and effects of the 2nd World War		13	0%	0	0%	
International developments in the Post WW II era		10	0%	0	0%	

2.1.2 Summary of Yearly Progress in Core Content Areas by Grade Level for District and Sites

A — DISTRICT

Overall, students continued to perform well across the district on the California Content Standards Tests. On the 2010 administration, performance improved in 8 testing areas and declined in 4 areas (Combined Grade Levels).

The largest gains included, by grade:

9th grade: English (3), General Math (6), Biology (5), Earth Science (5)

10th grade: Algebra I (4), Biology (4), Chemistry (5), Earth Science (16)

11th grade: Earth Science (14)

District Content Standards Test results significantly fell in:

9th grade: Geometry (-10)

10th grade: Geometry (-8),

11th grade: Algebra I (-4), U.S. History (-3), Physics (-11)

B — EL DORADO HIGH SCHOOL

EDHS students improved in 6 and declined in 5 testing areas (Combined Grade Levels).

The largest gains included, by grade level:

9th grade: English (6), General Math (7), Earth Science (3), Biology (11)

10th grade: Algebra II (11), Biology (4), Life Science (6), Earth Science (45)

EDHS Content Standards Test results significantly fell in:

9th grade: Algebra I (-10), Geometry (-5)

10th grade: English (-3), Geometry (-5), World History (-3), Chemistry (-8)

11th grade: English (-3), Geometry (-5), U.S. History (-11)

C — OAK RIDGE HIGH SCHOOL

ORHS students improved in 6 and declined in 5 testing areas (Combined Grade Levels).

The largest gains included, by grade level:

9th grade: Algebra I (3), Earth Science (7), Biology (4)

10th grade: Summative Math (3), Biology (11), Chemistry (4),

11th grade: English (4), Earth Science (15), Chemistry (6)

ORHS Content Standards Test results significantly fell in:

9th grade: Geometry (10)

10th grade: Algebra I (-10), Geometry (-7), Earth Science (-5)

11th grade: Algebra I (-16), Algebra II (-5), U.S. History (-6), Biology (-6)

D — PONDEROSA HIGH SCHOOL

PHS students improved in 6 and declined in 5 testing areas (Combined Grade Levels).

The largest gains included, by grade level:

9th grade: General Math (8), Algebra I (5), Earth Science (10)
10th grade: English (4), Algebra I (15), Earth Science (22)
11th grade: Algebra I (5), Algebra II (3)

PHS Content Standards Test results significantly fell in:

9th grade: Geometry (-16)
10th grade: Geometry (-8), Summative Math (-9, from 100% to 91%, 22 tested), Life Science (-4)
11th grade: English (-9), Geometry (-4), Summative Math (-3), U.S. History (-5),

E — UNION MINE HIGH SCHOOL

UMHS students improved in 6 and declined in 4 testing areas (Combined Grade Levels).

The largest gains included, by grade level:

9th grade: English (6),
10th grade: Algebra II (7),
11th grade: English (3), U.S. History (10), Biology (22)

UMHS Content Standards Test results significantly fell in:

9th grade: Algebra I (-11), Earth Science (-8)
10th grade: Geometry (-9), Earth Science (-6)

F — INDEPENDENCE HIGH SCHOOL

IHS students improved in 5 and declined in 1 testing areas (Combined Grade Levels).

The largest gains included, by grade level

10th grade: English (19), World History (20), Biology (10), Life Science (22)
11th grade: U.S. History (11)

IHS Content Standards Test results significantly fell in:

11th grade: English (-7), Algebra I (-3),

G — INDEPENDENT LEARNING CENTER

ILC students improved in 2 and declined in 4 testing areas (Combined Grade Levels).

The largest gains included, by grade level

10th grade: English (12), Algebra I (14), Biology (6),

ILC Content Standards Test results significantly fell in:

10th grade: World History (-4), Life Science (-11),
11th grade: English (-11), U.S. History (-5)

H — SHENANDOAH HIGH SCHOOL

SHS students improved in 2 and declined in 4 testing areas (Combined Grade Levels).

The largest gains included, by grade level

9th grade: Algebra I (11), Earth Science (6)

11th grade: English (12)

SHS Content Standards Test results significantly fell in:

9th grade: English (-5)

10th grade: English (-35), Algebra I (-17), Biology (-20)

2.1.3 Summary of Recent Trends for District and Sites

Over the past several years, students performed well across subject areas. In 2010, the most improvement was seen at the 9th and 10th grades. 9th grade students improved in four areas, including English (3), General Math (6), Earth Science (5), and Biology (5). Tenth grade students improved in six testing areas which include Algebra I (4), World History (1), Biology (4), Chemistry (5), and Earth Science (16).

Reviewing student performance of our significant subgroups the past 2 years indicates that our students demonstrated significant growth. Our Hispanic/Latino students improved in 10 areas and declined in 3; our Low Socioeconomic students improved in 11 areas and declined in 1; our English Learners improved in 4 areas and declined in 1; and our Students with Disabilities improved in 5 areas and declined in 1. Overall, students within our significant subgroups improved in 30 testing areas by grade and declined in 6 when comparing performance in 2008 and 2010.

2.2. CALIFORNIA HIGH SCHOOL EXIT EXAM

State law, enacted in 1999, authorized the development of the California High School Exit Exam (CAHSEE) which students in California public schools have to pass to earn a high school diploma. Beginning with the 2005–06 school year, all California public high school students were required to pass the CAHSEE and meet all other state and district requirements to earn an El Dorado Union High School District diploma.

The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that all students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics.

The CAHSEE is divided into two parts: English/language arts (ELA) and mathematics. Test questions address the California content standards that the California Department of Education has determined students should master to graduate from high school.

In the ELA section of the exam, in addition to multiple choice questions, students are asked to complete one writing task on a specific topic or in response to a literary or informational passage. The multiple choice portion of the exam covers vocabulary, informational reading, and literary reading and the writing portion covers writing strategies, applications, and conventions.

The other part of the CAHSEE addresses the state mathematics content standards. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra 1. Many of the math standards can be traced to the 6th, 7th, 8th, and 9th grade math curriculum. Students must demonstrate computational skills and a foundation in arithmetic, including working on decimals, fractions, and percentages. The math part of the exam is composed entirely of multiple-choice questions.

2.2.1 Yearly Progress and Recent Trends in English/Language Arts and Mathematics

2006–2010 CAHSEE Results Grade 10 – English/Language Arts (% Passed)

HIGH SCHOOL	2006	2007	2008	2009	2010	Change 1 Year	Change 2 Year
El Dorado	87%	85%	89%	90%	91%	1	4
Oak Ridge	97%	97%	97%	98%	97%	-1	0
Ponderosa	93%	92%	94%	96%	94%	-2	1
Union Mine	89%	88%	85%	91%	89%	-2	4
Shenandoah	88%	97%	89%	95%	82%	-13	-6
Independence	32%	69%	29%	82%	72%	-10	40
ILC	77%	67%	74%	76%	68%	-8	-9
District	91%	91%	91%	94%	92%	-2	1
California	76%	77%	80%	80%	80%	0	4

**2006–2010 CAHSEE Results
Grade 10 – Mathematics
(% Passed)**

HIGH SCHOOL	2006	2007	2008	2009	2010	Change 1 Year	Change 2 Year
El Dorado	87%	87%	93%	89%	93%	4	0
Oak Ridge	94%	96%	97%	99%	98%	-1	1
Ponderosa	93%	94%	94%	98%	97%	-1	3
Union Mine	88%	90%	86%	91%	95%	4	9
Shenandoah	79%	100%	86%	83%	76%	-7	-10
Independence	40%	63%	45%	81%	86%	5	41
ILC	73%	64%	78%	81%	85%	4	7
District	89%	92%	92%	95%	95%	0	3
California	75%	76%	79%	80%	81%	1	2

**2002 v. 2010 CAHSEE Results: Districtwide
Grade 10 – ELA & Math
(% Proficient)**

SUBJECT	2002	2010	Percent Change
English / Language Arts	72%	92%	20
Mathematics	79%	95%	16

**CAHSEE: Significant Subgroup Performance
Grade 10 – English / Language Arts**

SITE	2008		2009		2010		CHANGE (%)	
	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	1 YEAR	2 YEARS

EDUHSD

All Students	91%	1758	94%	1639	92%	1628	-2	1
Hispanic/Latino	79%	137	82%	141	83%	189	1	4
Low Socioeconomic	72%	232	82%	236	81%	236	-1	9
English Learner	0%	13	35%	17	36%	11	1	36
Students w/Disabilities	49%	136	59%	112	54%	127	-5	5

El Dorado High School

All Students	89%	340	90%	352	91%	346	1	2
Hispanic/Latino	68%	44	68%	41	77%	47	9	9
Low Socioeconomic	75%	77	78%	82	85%	99	7	10
English Learner	NA	NA	NA	NA	NA	NA	NA	NA
Students w/Disabilities	43%	30	57%	35	54%	39	-3	11

Oak Ridge High School

All Students	97%	531	98%	536	97%	555	-1	0
Hispanic/Latino	100%	27	97%	32	90%	40	-7	-10
Low Socioeconomic	88%	26	91%	34	82%	17	-9	-6
English Learner	NA	NA	NA	NA	NA	NA	NA	NA
Students w/Disabilities	70%	27	75%	28	64%	18	-9	-6

Ponderosa High School

All Students	94%	482	96%	424	94%	489	-2	0
Hispanic/Latino	87%	23	86%	37	83%	53	-3	-4
Low Socioeconomic	83%	40	93%	41	83%	60	-10	0
English Learner	NA	NA	NA	NA	NA	NA	NA	NA
Students w/Disabilities	58%	40	*	7	67%	33	NA	9

Union Mine High School

All Students	86%	311	91%	255	89%	247	-2	3
Hispanic/Latino	75%	32	79%	24	80%	41	1	5
Low Socioeconomic	64%	59	80%	54	79%	63	-1	15
English Learner	NA	NA	NA	NA	NA	NA	NA	NA
Students w/Disabilities	28%	29	39%	18	25%	16	-14	-3

* Fewer than 10 students were tested in that area.
NA = Not applicable.

**CAHSEE: Significant Subgroup Performance
Grade 10 – Mathematics**

SITE	2008		2009		2010		CHANGE (%)	
	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	1 YEAR	2 YEARS

EDUHSD

All Students	92%	1750	95%	1579	95%	1723	0	3
Hispanic/Latino	83%	135	89%	137	91%	174	2	8
Low Socioeconomic	77%	234	84%	222	81%	281	-3	4
English Learner	75%	12	44%	16	45%	11	1	-30
Students w/Disabilities	51%	134	68%	62	68%	97	0	17

El Dorado High School

All Students	93%	336	89%	357	93%	381	4	0
Hispanic/Latino	83%	42	77%	43	87%	47	10	4
Low Socioeconomic	88%	75	78%	85	91%	117	13	3
English Learner	NA	NA	NA	NA	NA	NA	NA	NA
Students w/Disabilities	57%	30	51%	35	60%	40	9	3

Oak Ridge High School

All Students	97%	533	99%	504	98%	544	-1	1
Hispanic/Latino	100%	27	100%	30	92%	37	-8	-8
Low Socioeconomic	85%	27	100%	28	87%	15	-13	2
English Learner	NA	NA	NA	NA	NA	NA	NA	NA
Students w/Disabilities	57%	28	*	9	91%	22	NA	34

Ponderosa High School

All Students	94%	478	98%	406	97%	470	-1	3
Hispanic/Latino	87%	23	94%	34	96%	47	2	9
Low Socioeconomic	87%	38	93%	41	91%	55	-2	4
English Learner	NA	NA	NA	NA	NA	NA	NA	NA
Students w/Disabilities	58%	38	55%	22	93%	15	38	35

Union Mine High School

All Students	87%	309	91%	243	95%	237	4	8
Hispanic/Latino	77%	31	91%	23	89%	36	-2	12
Low Socioeconomic	77%	60	84%	50	85%	59	1	8
English Learner	NA	NA	NA	NA	NA	NA	NA	NA
Students w/Disabilities	36%	28	NA	NA	NA	NA	NA	NA

* Fewer than 10 students were tested in that area.

NA = Not applicable.

2.2.2 Summary of Yearly Progress and Recent Trends for District and Sites

The district's **overall pass rate** for 10th grade students on the 2010 California High School Exit Exam (CAHSEE) was 95% in mathematics and 92% in English/Language Arts. Students in the El Dorado Union High School District generally perform well on the both the ELA and mathematics sections of the CAHSEE. Since 2004, district students passed the ELA component of the exam within a range of 91–94% and passed the mathematics section within a range of 89–95%.

Over the past 5 years, **Oak Ridge and Ponderosa** students consistently performed within a 5 point range on the CAHSEE. On the ELA section, Oak Ridge students passed at a rate between 97% and 98%, and Ponderosa students passed at a rate between 92% and 96%. On the mathematics section, Oak Ridge students passed at a rate between 94% and 99%, and Ponderosa students passed at a rate between 93% and 98%. The range of performance of both **El Dorado and Union Mine** students fluctuated more than the Oak Ridge and Ponderosa students, but still fell within a relatively tight range. On the ELA section, El Dorado students passed at a rate between 85% and 91%, and Union Mine students passed at a rate between 85% and 91%. On the mathematics section, El Dorado students passed at a rate between 87% and 93%, and Union Mine students passed at a rate between 86% and 95%. **Shenandoah** students consistently performed at relatively high levels the previous 4 years (ELA 82% to 97% and mathematics 79% to 100%) Results this year dropped in both areas with an 82% pass rate in ELA and a 76% pass rate in mathematics.

The range of scores on the CAHSEE for the **alternative education sites** varied significantly more than those of the comprehensive sites. Over the past 4 years, Independence students performed within a relatively wide range on both sections of the exam (ELA between 32% and 82% and mathematics between 40% and 86%). Over the past 4 years, ILC students performed between 67% and 77% on the ELA section and between 64% and 85% on the mathematics section.

Over the past 2 years, student performance among our significant subgroups has been positive. All of our subgroups performed above the District's 2-year growth (see page 92) on the English/language arts portion of the CAHSEE: the Hispanic/Latino subgroup saw a 4-point improvement, the Socioeconomic Disadvantaged subgroup saw a 9-point improvement, the English Learner subgroup saw a 36-point improvement, and the Students with Disabilities subgroup saw a 5-point improvement as compared to a 1-point improvement by all students in the District. On the mathematics section, three of the subgroups performed above 2-year districtwide improvement of 3%. The Hispanic/Latino subgroup saw a 8-point improvement, Students w/Disabilities improved by 17, and Socioeconomically Disadvantaged students improved by 4 points. the English Learner subgroup saw a 30-point decline over the past two years. Based on the very small number of tested students (11), sharp swings in scores can be expected.

3. Additional Academic Measures

3.1 CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

The California English Language Development Test (CELDT) is administered to students who indicate on their enrollment documents that their primary language is other than English, or that the primary language spoken in their home is other than English. The test is intended to demonstrate the English reading, writing, listening, and speaking skills of each of these students so they may be placed in a program that meets their needs for language development. The CELDT categorizes a student's English fluency and literacy into five developmental stages—*Advanced*, *Early Advanced*, *Intermediate*, *Early Intermediate*, or *Beginning*.

Depending on their achievement level on the CELDT, a student may be identified as an English Language Learner (ELL) and will be placed in one of three program options: Structured English Immersion, English Language Mainstream, or Alternative Program.

English Language Learners with less than reasonable fluency at the *Beginning* or *Early Intermediate* levels on English language development are placed in a Structured English Immersion Program. SDAIE/BCLAD or CLAD credentialed teachers deliver this program. The instruction is nearly all in English. The students receive differentiated English language development and are provided access to the core curriculum through Specially Designed Academic Instruction. In addition, academic subjects are supported with some instruction and materials in Spanish.

English learners with reasonable fluency at the *Intermediate* to *Early Advanced* levels of English language development are placed in an English language mainstream class. SDAIE/BCLAD or CLAD credentialed teachers deliver this program. Instruction is entirely in English.

3.1.1 Yearly Progress and Recent Trends of English Language Learners

2006–2010 CELDT Proficiency Results for ELL Students: All District Schools

PROFICIENCY	2005–06 OVERALL	2006–07 OVERALL	2007–08 OVERALL	2008–09 OVERALL	2009-10 OVERALL	1-YEAR CHANGE	2-YEAR CHANGE
Advanced	6%	4%	17%	7%	11%	4	-6
Early Advanced	34%	20%	14%	22%	34%	12	20
Intermediate	34%	38%	44%	43%	23%	-20	-21
Early Intermediate	19%	28%	17%	17%	16%	-1	-1
Beginning	6%	10%	8%	12%	16%	4	8
Total # of Students	47	50	36	60	44		

2010 CELDT Results: 9th Grade ELL Students (Number Proficient)

SCHOOL	ADVANCED	EARLY ADVANCED	INTERMEDIATE	EARLY INTERMEDIATE	BEGINNING	TOTAL
EDHS	1	2	0	2	0	5
ORHS	*	*	*	*	*	*
PHS	*	*	*	*	*	*
UMHS	*	*	*	*	*	*

* Summary data not provided for groups of three or less.

2010 CELDT Results: 10th Grade ELL Students (Number Proficient)

SCHOOL	ADVANCED	EARLY ADVANCED	INTERMEDIATE	EARLY INTERMEDIATE	BEGINNING	TOTAL
EDHS	*	*	*	*	*	*
ORHS	*	*	*	*	*	*
PHS	*	*	*	*	*	*
UMHS	0	2	1	1	1	5

* Summary data not provided for groups of three or less.

**2010 CELDT Results: 11th Grade ELL Students
(Number Proficient)**

SCHOOL	ADVANCED	EARLY ADVANCED	INTERMEDIATE	EARLY INTERMEDIATE	BEGINNING	TOTAL
EDHS	0	0	3	2	3	8
ORHS	*	*	*	*	*	*
PHS	1	2	0	1	1	5
UMHS	*	*	*	*	*	*

* Summary data not provided for groups of three or less.

3.1.2 Title III Accountability: Annual Measurement Achievement Objectives (AMAOs)

		AMAO #1 % of ELL Students Making Annual Progress in Learning English Consortia Level (2009–10 Goal: 53.1%)			AMAO #2 % of ELL Students Attaining English Proficiency on CELDT 5 Years or more Cohort Consortia Level (2009–10 Goal: 41.3%)			AMAO #3 % of ELL Students Earning Adequate Yearly Progress at Consortia Level		
SCHOOL	YEAR	#	% MET GOAL	MET TARGET	#	% MET GOAL	MET TARGET	#	MET ELA TARGET	MET MATH TARGET
EDUHSD	09-10	362	60.7%	Yes	197	44.2%	Yes	–	Yes	No
EDUHSD	08–09	353	60.7%	Yes	138	43.4%	Yes	–	No	Yes
EDUHSD	07–08	276	56.1%	Yes	244	38.1%	Yes	–	No	Yes
EDUHSD	06–07	240	54.3%	Yes	190	36.3%	Yes	–	Yes	Yes

Note—The EDUHSD is part of a countywide Consortia based on relatively small numbers of English Language Learners and the accountability results are determined at the Consortia level.

3.1.3 Summary of Yearly Progress and Recent Trends for District and Sites

EDUHSD receives Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. School districts and other agencies that receive Title III funds are reviewed each year to see if they meet three objectives for their English learners:

- Progress in learning English
- Progress in the percentage of students who become proficient in English
- Academic targets in English/language arts and mathematics

Title III law states that Local Educational Agencies (LEAs) that do not qualify for a \$10,000 grant award must form a consortium with other LEAs so that, together, they qualify for a grant award of at least \$10,000. For the 2009–10

school year, EDUSHD participated in a consortium with other school districts or other agencies receiving Title III funds. The consortium EDUHSD participates in met two of the three AMAOs. As a result, we were required to notify parents of English Learners of this information.

3.2 CALIFORNIA PHYSICAL FITNESS TESTS

3.2.1 Yearly Progress and Recent Trends in Physical Fitness Testing

In the spring of 2010, 9th grade physical education students from the El Dorado Union High School District participated in the annual Physical Fitness Test (PFT) required for California high school freshmen. This annual fitness test ranks students as *Below, Within, or Above* the Health Fitness Zone (HFZ) in six areas of personal fitness: aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility.

Recent changes in Education Code require students to take physical education courses for 4 years. Local boards of trustees can grant a waiver of 2 years for this requirement. This action was taken by EDUHSD Board of Trustees.

Another change to the Education Code requires students to demonstrate proficiency in the six areas of personal fitness. Local districts determine how proficiency is measured, and the EDUHSD Board of Trustees approved a plan that requires students to pass five of the six areas of personal fitness.

El Dorado High School

PHYSICAL TASKS	2007-08		2008-09		2009-10	
	# TESTED	% IN HFZ	# TESTED	% IN HFZ	# TESTED	% IN HFZ
Aerobic Capacity	366	81.1%	379	79.2%	345	86.4%
Body Composition	366	82.5%	379	87.9%	345	84.1%
Abdom. Strength	366	94.8%	379	93.9%	345	94.5%
Trunk Ext. Strength	366	99.2%	379	97.9%	345	98.6%
Upper Body Strength	366	84.7%	379	88.4%	345	87%
Flexibility	366	94.8%	379	93.9%	345	96.8%

NUMBER OF STANDARDS ACHIEVED	2007-08			2008-09			2009-10		
	#	%	CUM. %	#	%	CUM. %	#	%	CUM. %
6 of 6	220	60.1%	60.1%	241	63.6%	63.6%	243	70.4%	70.4%
5 of 6	93	25.4%	85.5%	92	24.3%	87.9%	54	15.7%	86.1%
4 of 6	29	7.9%	93.4%	21	5.5%	93.4%	27	7.8%	93.9%
3 of 6	18	4.9%	98.4%	16	4.2%	97.6%	13	3.8%	97.7%
2 of 6	5	1.4%	99.7%	4	1.1%	98.7%	5	1.4%	99.1%
1 of 6	1	0.3%	100%	5	1.3%	100%	3	.9%	100%
0 of 6	0	0%	100%	0	0%	100%	0	0	100%
Total	366	100%	-	379	100%	-	345	100%	

Oak Ridge High School

PHYSICAL TASKS	2007-08		2008-09		2009-10	
	# TESTED	% IN HFZ	# TESTED	% IN HFZ	# TESTED	% IN HFZ
Aerobic Capacity	544	95.8%	564	93.3%	560	93.4%
Body Composition	544	88.6%	564	84.0%	560	84.3%
Abdom. Strength	544	96.3%	564	94.0%	560	98%
Trunk Ext. Strength	544	85.8%	564	80.9%	560	85.7%
Upper Body Strength	544	89.7%	564	88.1%	560	89.1%
Flexibility	544	78.3%	564	67.2%	560	92.1%

NUMBER OF STANDARDS ACHIEVED	2007-08			2008-09			2009-10		
	#	%	CUM. %	#	%	CUM. %	#	%	CUM. %
6 of 6	297	54.6%	54.6%	232	41.1%	41.1%	320	57.1%	57.1%
5 of 6	174	32.0%	86.6%	211	37.1%	78.5%	175	31.2%	88.3%
4 of 6	46	8.5%	95.0%	75	13.3%	91.8%	51	9.1%	97.4%
3 of 6	18	3.3%	98.3%	30	5.3%	97.2%	12	2.1%	99.5%
2 of 6	9	1.7%	100%	10	1.8%	98.9%	2	.4%	99.9%
1 of 6	0	0	100%	5	0.9%	99.8%	0	0	99.9%
0 of 6	0	0	100%	1	0.2%	100%	0	0	99.9%
Total	544	100%	-	564	100%	-	560		

Ponderosa High School

PHYSICAL TASKS	2007-08		2008-09		2009-10	
	# TESTED	% IN HFZ	# TESTED	% IN HFZ	# TESTED	% IN HFZ
Aerobic Capacity	444	80.9%	503	79.9%	446	78.3%
Body Composition	444	79.1%	503	80.7%	446	83.4%
Abdom. Strength	444	93.9%	503	96.2%	446	97.1%
Trunk Ext. Strength	444	96.6%	503	96.8%	446	98.7%
Upper Body Strength	444	57.2%	503	61.4%	446	75.8%
Flexibility	444	86.5%	503	81.3%	446	86.5%

NUMBER OF STANDARDS ACHIEVED	2007-08			2008-09			2009-10		
	#	%	CUM. %	#	%	CUM. %	#	%	CUM. %
6 of 6	164	36.9%	36.9%	192	38.2%	38.2%	224	50.2%	50.2%
5 of 6	163	36.7%	73.6%	183	36.4%	74.6%	136	30.5%	80.7%
4 of 6	62	14.0%	87.6%	73	14.5%	89.1%	49	11%	91.7%
3 of 6	40	9.0%	96.6%	33	6.6%	95.6%	27	6.1%	97.8%
2 of 6	12	2.7%	99.3%	17	3.4%	99.0%	7	1.6%	99.4%
1 of 6	3	0.7%	100%	5	1.0%	100%	3	.7%	100%
0 of 6	0	0	100%	0	0%	100%	0	0	100%
Total	444	100%	–	503	100%	–	446		

Union Mine High School

PHYSICAL TASKS	2007-08		2008-09		2009-10	
	# TESTED	% IN HFZ	# TESTED	% IN HFZ	# TESTED	% IN HFZ
Aerobic Capacity	248	65.7%	272	62.1%	250	83.2%
Body Composition	248	80.2%	272	77.6%	250	79.2%
Abdom. Strength	248	90.7%	272	96.7%	250	99.2%
Trunk Ext. Strength	248	86.3%	272	91.2%	250	83.2%
Upper Body Strength	248	81.0%	272	80.5%	250	82.4%
Flexibility	248	77.8%	272	75.4%	250	85.2%

NUMBER OF STANDARDS ACHIEVED	2007-08			2008-09			2009-10		
	#	%	CUM. %	#	%	CUM. %	#	%	CUM. %
6 of 6	99	39.9%	39.9%	106	39.0%	39.0%	114	45.6%	45.6%
5 of 6	71	28.6%	68.5%	75	27.6%	66.5%	78	31.2%	76.8%
4 of 6	45	18.1%	86.7%	48	17.6%	84.2%	39	15.6%	92.4%
3 of 6	13	5.2%	91.9%	29	10.7%	94.9%	13	5.2%	97.6%
2 of 6	10	4.0%	96.0%	11	4.0%	98.9%	6	2.4%	100%
1 of 6	7	2.8%	98.8%	3	1.1%	100%	0	0	100%
0 of 6	3	1.2%	100%	0	0%	100%	0	0	100%
Total	248	100%	–	272	100%	–	250		

El Dorado Union High School District

PHYSICAL TASKS	2007-08		2008-09		2009-10	
	# TESTED	% IN HFZ	# TESTED	% IN HFZ	# TESTED	% IN HFZ
Aerobic Capacity	1,618	83.1%	1,735	80.6%	1,629	84.7%
Body Composition	1,618	83.0%	1,735	82.5%	1,629	82.9%
Abdom. Strength	1,618	94.5%	1,735	94.6%	1,629	97.1%
Trunk Ext. Strength	1,618	92.0%	1,735	90.9%	1,629	91.3%
Upper Body Strength	1,618	78.0%	1,735	78.9%	1,629	83.6%
Flexibility	1,618	84.2%	1,735	78.1%	1,629	89.9%

NUMBER OF STANDARDS ACHIEVED	2007-08			2008-09			2009-10		
	#	%	CUM. %	#	%	CUM. %	#	%	CUM. %
6 of 6	784	48.5%	48.5%	771	44.4%	44.4%	901	55.3%	55.3%
5 of 6	504	31.1%	79.6%	564	32.5%	76.9%	447	27.4%	82.7%
4 of 6	185	11.4%	91.0%	221	12.7%	89.7%	181	11.1%	93.8%
3 of 6	93	5.7%	96.8%	110	6.3%	96.0%	70	4.3%	98.1%
2 of 6	38	2.3%	99.1%	45	2.6%	98.6%	22	1.4%	99.5%
1 of 6	11	0.7%	99.8%	22	1.3%	99.9	8	.5%	100%
0 of 6	3	0.2%	100%	2	0.1%	100%	0	0	100%
Total	1618	100%	-	1,735	100%	-	1,628	100%	

State of California

PHYSICAL TASKS	2007-08		2008-09		2009-10	
	# TESTED	% IN HFZ	# TESTED	% IN HFZ	# TESTED	% IN HFZ
Aerobic Capacity	459,013	60.5%	470,230	63%	439,251	64.1%
Body Composition	459,013	69.7%	470,230	69.8%	439,251	71.3%
Abdom. Strength	459,013	86.2%	470,230	86%	439,251	87%
Trunk Ext. Strength	459,013	90.1%	470,230	90.7%	439,251	91.7%
Upper Body Strength	459,013	75.3%	470,230	76.8%	439,251	77.3%
Flexibility	459,013	79.2%	470,230	81%	439,251	82.0%

NUMBER OF STANDARDS ACHIEVED	2007-08			2008-09			2009-10		
	#	%	CUM. %	#	%	CUM. %	#	%	CUM. %
6 of 6	163,449	35.6%	35.6%	178,446	37.9%	37.9%	169,012	38.5%	38.5%
5 of 6	124,453	27.1%	62.7%	126,383	26.9%	64.8%	120,772	27.5%	66%
4 of 6	77,704	16.9%	79.7%	74,903	15.9%	80.8%	70,200	16%	82%
3 of 6	47,120	10.3%	89.9%	45,710	9.7%	90.5%	42,397	9.7%	91.7%
2 of 6	24,739	5.4%	95.3%	23,649	5.0%	95.5%	21,966	5%	96.7%
1 of 6	11,535	2.5%	97.8%	10,594	2.3%	97.8%	9,907	2.3%	99%
0 of 6	10,013	2.2%	100%	10,545	2.2%	100%	4,997	1.1%	100%
Total	459,013	100%	-	470,230	100%		439,251	100%	

3.2.2 Summary of Yearly Progress and Recent Trends for District and Sites

The results of the 2009–10 Physical Fitness Testing show that 9th grade students in the El Dorado Union High School District continue to perform well. Across the District, more than 82% of our students were *Within or Above* the Health Fitness Zone in each of the six areas of personal fitness. Students performed strongest in the areas of Abdominal Strength and Trunk Extension with more than 91% of students *Within or Above* the HFZ. The two areas of relative weakness were Upper Body Strength and Body Composition but scores in these areas were still above 82%. District students performed at an all time high of 82.7% with regard to passing 5 of 6 fitness areas. Statewide data for 2009–10 showed that EDUHSD outperformed the State average of 66%.

3.3 NATIONALLY RECOGNIZED ACADEMIC MEASURES

3.3.1 Preliminary Scholastic Aptitude Test (PSAT)

The PSAT is a voluntary test given to self-selected college-bound juniors to help predict their mental ability, intelligence, or aptitude to perform at the college-level. PSAT tests are used to predict SAT scores, and the results determine National Merit Scholarship eligibility.

The PSAT measures developed verbal, mathematical, and writing abilities important for academic success in college. While these national assessments are not aligned with the California Content Standards, they also measure some levels of academic achievement. The verbal section of the PSAT, called the **Critical Reasoning (CR)** test, requires sentence completion to measure knowledge of the meaning of words, and passage-based reading questions which assess the ability to read and think critically. The **Math** section contains questions about numbers and operations, Algebra and Functions, Geometry and Measurement, and Data Analysis, Statistics and Probability. A 30-minute **Writing Skills** assessment has been added to both the PSAT and the SAT to determine the writing abilities of students hoping to enter college. The content of the PSAT is NOT designed to measure what schools teach, nor is the test aligned with the California content standards in Language Arts and mathematics.

Scores on the PSAT can be used to estimate student success on the Scholastic Aptitude Test (SAT). The PSAT scale ranges from 20 to 80 for the verbal, math, and writing sections of the assessment as compared to the 200–800 range on the SAT. Juniors who earn a PSAT score of 50, for example, would predictably score 500 on that section of their SAT test.

PSAT Yearly Progress and Trends**PSAT Critical Reading (Scale: 20–80)**

HIGH SCHOOL	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
El Dorado	50.0	48.8	49.2	48.9	50.7	49.7
Oak Ridge	50.6	49.7	50.8	49.7	51.3	51.4
Ponderosa	52.7	50.1	51.0	51.4	51.5	51.1
Union Mine	50.4	49.3	53.1	50.1	49.4	49.5
State	46.2	46.4	46.9	46.4	46.4	46.5
National	46.9	47.5	47.7	46.7	46.7	46.9

PSAT Math (Scale: 20–80)

HIGH SCHOOL	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
El Dorado	50.7	50.8	48.3	49.9	52.5	49.7
Oak Ridge	53.8	54.8	54.4	54.2	54.8	52.5
Ponderosa	55.4	55.2	55.2	55.7	55.7	53.0
Union Mine	50.8	50.9	51.6	52.0	52.2	49.2
State	48.9	48.7	48.5	48.3	48.6	48.0
National	48.8	49.2	48.5	48.2	48.8	48.2

PSAT Writing (Scale: 20–80)

HIGH SCHOOL	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
El Dorado	53.1	50.6	47.2	46.8	49.6	49.2
Oak Ridge	54.4	51.8	49.4	50.1	51.3	51.2
Ponderosa	55.6	51.7	48.0	50.1	50.0	48.3
Union Mine	52.7	49.2	49.8	49.9	48.1	47.0
State	50.6	48.9	45.8	46.2	46.3	45.9
National	50.5	49.3	45.8	45.9	45.8	45.8

3.3.2 Scholastic Aptitude Test (SAT)

The SAT is intended to assess the academic skills of individual students to predict academic performance in college. The SAT measures both verbal and math skills. Verbal aptitude includes testing of the student's vocabulary and reading skills. The math portion of the test assesses the student's abilities in arithmetic, algebra, geometry, and reasoning. The SAT also provides scores for reading comprehension, vocabulary, and standard written English.

The College Board recentered the score scales for the SAT in 1995, reestablishing the original mean score of 500 on the 200–800 scale to maintain the test's statistical integrity and predictive validity. The scale had not been recalculated since 1941, when it reflected the norm of some 10,000 students from predominantly private secondary schools who applied for the nation's most selective private colleges and universities.

Now that scores are recentered on the SAT I, they reflect more than 2 million students who take the test each year. This norming group represents a truer cross-section of the diverse college-bound population.

A specific score on the SAT verbal test now has the same relative meaning as that same score on the math test, so that a 450 on the verbal and math exams signifies comparable performance in both areas. Just before recentering, when the verbal and math means were out of alignment, a score of 450 meant above-average performance on the verbal exam, but a below average aptitude on the math test.

SAT Yearly Progress and Trends

SAT Critical Reading (Scale: 200–800)

HIGH SCHOOL	2005	2006	2007	2008	2009	2010
El Dorado	532	525	518	519	533	550
Oak Ridge	551	547	540	540	537	547
Ponderosa	569	539	525	535	541	551
Union Mine	539	542	529	543	530	534
State	508	501	499	499	500	501
National	504	503	502	502	501	501

SAT Math (Scale: 200–800)

HIGH SCHOOL	2005	2006	2007	2008	2009	2010
El Dorado	526	530	520	510	529	560
Oak Ridge	577	575	570	570	561	581
Ponderosa	596	579	568	567	578	586
Union Mine	539	543	543	555	540	538
State	522	518	516	515	513	516
National	520	518	515	515	515	516

SAT Writing (Scale: 200–800)

HIGH SCHOOL	2007	2008	2009	2010
El Dorado	508	511	518	531
Oak Ridge	533	544	536	542
Ponderosa	516	529	533	536
Union Mine	508	532	508	512
State	498	498	498	500
National	494	494	493	492

3.3.3 American College Testing Program (ACT)

Like the SAT, the ACT is a comprehensive evaluation, guidance, and placement service for students and educators involved in the transition from high school to college. It is based on the ACT assessment, which consists of four academic tests (English, math, reading, scientific reasoning, with a composite or average score), self-reported high school grades, the student profile section, and the ACT interest inventory.

While the SAT test is more commonly used as a college entrance exam on the West Coast, the ACT is frequently required for universities located in the Midwest, South, and Eastern United States. Approximately 1.3 million students take the ACT each year.

The four academic tests of the ACT assessment combine to measure student abilities in the academic areas traditionally identified with college preparatory high school programs: English, mathematics, reading, and scientific reasoning.

ACT test scores are reported on a scale that ranges from 1 to 36. Students receive a score in each of the four academic areas, in addition to a composite score which averages the battery of exams.

ACT Yearly Progress and Trends**ACT English (Scale 1–36)**

HIGH SCHOOL	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
El Dorado	22.7	23.0	22.3	22.1	22.4	23.9
Oak Ridge	24.7	23.4	23.6	24.8	24.7	25.7
Ponderosa	23.6	24.1	23.4	23.2	24.5	24.7
Union Mine	23.3	22.6	22.0	24.4	22.5	23.3
State	21.1	21.1	21.6	21.8	21.8	21.7

ACT Math (Scale 1–36)

HIGH SCHOOL	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
El Dorado	22.6	23.1	23.0	22.2	23.0	24.1
Oak Ridge	27.0	25.3	26.1	26.5	26.5	27.1
Ponderosa	26.0	25.1	26.0	25.9	26.9	27.1
Union Mine	22.2	22.6	23.4	25.5	22.8	23.2
State	22.1	22.2	22.6	22.8	22.8	22.9

ACT Reading (Scale 1–36)

HIGH SCHOOL	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
El Dorado	23.5	22.8	22.4	23.3	23.1	24.4
Oak Ridge	24.9	24.4	24.6	25.7	25.5	26.0
Ponderosa	25.9	24.8	23.4	24.9	25.5	24.9
Union Mine	24.1	22.3	23.1	26.4	23.2	24.2
State	21.8	21.8	22.2	22.4	22.4	22.3

ACT Scientific Reasoning (Scale 1–36)

HIGH SCHOOL	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
El Dorado	22.0	22.5	21.3	21.6	22.2	23.5
Oak Ridge	24.4	23.1	23.8	24.4	24.4	24.9
Ponderosa	24.1	23.6	23.8	24.2	24.9	24.6
Union Mine	22.1	22.3	22.1	25	22.7	22.8
State	20.9	20.8	21.2	21.3	21.4	21.5

**2003 v. 2008 ACT Results Districtwide
(Scale 1–36)**

SUBJECT	2002–03	2009–10	GAIN/LOSS (POINTS)
Composite	23.4	25.2	1.8

3.3.4 Advanced Placement (AP)

Advanced Placement exams are nationally prepared assessments that allow students who score high enough to be granted college credit by many universities for entry level college courses. Assessments for these courses are developed and graded by the College Board in Princeton, New Jersey. Generally, students must score a 3-or-better on the five-step rubric to earn college credit, although some universities are more selective.

AP Yearly Progress and Trends

2008–2010: AP Language & Composition (% Scoring 3+)

HIGH SCHOOL	2008			2009			2010		
	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED
El Dorado	22	9	41%	29	25	86%	30	25	83%
Oak Ridge	140	106	76%	174	140	80%	184	132	72%
Ponderosa	58	54	93%	62	55	89%	64	56	88%
Union Mine	16	16	100%	15	14	93%	12	9	75%

2008–2010: AP Literature & Composition (% Scoring 3+)

HIGH SCHOOL	2008			2009			2010		
	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED
El Dorado	20	15	75%	21	20	95%	22	22	100%
Oak Ridge	148	102	69%	153	99	66%	135	94	70%
Ponderosa	58	54	93%	62	55	89%	90	68	76%
Union Mine	6	6	100%	19	12	63%	21	18	86%

2008–2010: AP Calculus AB (% Scoring 3+)

HIGH SCHOOL	2008			2009			2010		
	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED
El Dorado	16	14	88%	17	13	76%	12	10	83%
Oak Ridge	67	67	100%	72	68	94%	87	85	98%
Ponderosa	41	40	98%	46	44	96%	61	57	93%
Union Mine	31*	28*	90%*	30	30	100%	24	23	96%

*UMHS students tested in Calculus BC, not AB.

2008–2010: AP Biology* (% Scoring 3+)

HIGH SCHOOL	2008			2009			2010		
	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED
El Dorado	12	2	17%	14	5	36%	26	9	35%
Oak Ridge	87	56	64%	132	56	42%	107	52	49%
Ponderosa	NA	NA	NA	23	22	96%	26	23	88%
Union Mine	20	9	45%	30	14	47%	NA	NA	NA

*Course taught by Community College.

NA = Not applicable.

2008–2010: AP World History* (% Scoring 3+)

HIGH SCHOOL	2008			2009			2010		
	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED
El Dorado	36	17	47%	40	17	43%	24	13	54%
Oak Ridge	82	36	44%	82	53	64%	82	55	67%
Ponderosa	NA	NA	NA	NA	NA	NA	NA	NA	NA
Union Mine	14	11	79%	15	9	60%	17	12	71%

2007–2009: AP U.S. History* (% Scoring 3+)

HIGH SCHOOL	2008			2009			2010		
	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED
El Dorado	8	3	38%	16	11	69%	22	15	68%
Oak Ridge	51	37	73%	64	53	83%	65	54	83%
Ponderosa	34	18	53%	35	29	83%	21	16	76%
Union Mine	21	7	33%	36	22	61%	39	28	72%

*Course taught by Community College.

2008–2010: AP U.S. Government & Politics (% Scoring 3+)

HIGH SCHOOL	2008			2009			2010		
	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED	# ADMIN	# PASSED	% PASSED
El Dorado	21	14	67%	19	3	16%	20	10	50%
Oak Ridge	52	46	88%	46	44	96%	36	35	97%
Ponderosa	15	14	93%	24	20	83%	16	16	100%
Union Mine	NA	NA	NA	NA	NA	NA	NA	NA	NA

2002–2008: AP Results Districtwide

SUBJECT	2002	2010	GAIN/LOSS (POINTS)
# Tests Administered	848	1,973	1,125
Pass Rate (%)	70%	78%	8

The following tables contain information about student achievement for the past 13 years of the Advanced Placement program in the El Dorado Union High School District:

Number of AP Exams Passed

	EL DORADO	OAK RIDGE	PONDEROSA	UNION MINE	TOTAL
2010	141	799	440	156	1,536
2009	136	642	420	178	1,376
2008	129	591	328	126	1,174
2007	120	558	298	140	1,116
2006	119	503	285	172	1,079
2005	130	516	237	153	1,036
2004	122	373	251	167	913
2003	141	352	201	135	829
2002	119	269	142	57	587
2001	125	240	179	23	567
2000	133	237	167	NA	537
1999	133	228	166	NA	527
1998	159	205	134	NA	498

Number of AP Exams Administered at Each School

	EL DORADO	OAK RIDGE	PONDEROSA	UNION MINE	TOTAL
2010	233	1033	519	188	1,973
2009	239	927	488	234	1,888
2008	189	888	416	168	1,661
2007	165	879	360	187	1,591
2006	180	795	358	229	1,562
2005	180	880	282	208	1,550
2004	161	574	317	237	1,289
2003	196	513	247	226	1,182
2002	157	418	190	83	848
2001	179	339	227	32	777
2000	179	318	220	NA	717
1999	176	308	209	NA	693
1998	191	303	157	NA	651

**AP Exams Taken / Passed (by Program)
Districtwide: 2004–2010**

AP PROGRAM	2004	2005	2006	2007	2008	2009	2010
Biology	147/96	109/70	80/67	137/106	119/64	208/97	159/84
Chemistry	10/7	25/2	7/2		4/3		9/2
Computer Science A		15/14			14/9		45/42
Economics – Micro	32/27	35/25	35/27	42/34	29/22	90/69	85/69
Economics – Macro	34/26	37/30	36/22	42/32	26/17	48/42	54/47
Eng. Lang. & Comp.	187/133	230/182	218/123	265/206	236/197	280/234	290/222
Eng. Lit. & Comp.	127/97	166/128	193/135	183/110	236/173	252/184	268/202
Environmental Science	25/17	88/36	90/48	67/30	129/94	131/71	131/85
European History			3/3		3/2		
French Language	11/7	11/4	15/8	16/11	3/1	5/3	8/5
German Language	2/2	1/1	2/2		1/1		
Govt. & Politics – U.S.	80/67	78/58	82/68	74/59	88/74	89/67	72/61
Govt. & Politics – Comp.		2/1					1/1
Math – Calculus AB	111/92	110/97	121/103	92/91	124/121	165/155	160/152
Math – Calculus BC	28/26	14/14	29/28	31/29	31/28	42/41	43/42
Music Theory		1/1	5/4		3/3		3/3
Physics B	5/2	6/3	8/5	1/1	8/5	4/4	8/4
Physics C – Mechanics	12/6	13/9	21/17	13/12	26/22	12/11	12/9
Physics C – E & M	5/1		1/1				
Psychology	32/24	34/28	73/57	49/29	53/42	27/23	71/60
Spanish Language	50/36	64/22	63/39	61/19	52/25	64/37	26/23
Spanish Literature	3/2	1/0					
Statistics	158/89	263/148	196/151	220/137	203/127	177/141	250/214
Studio Art – Drawing	24/9	24/9	22/9	23/10	26/8	15/2	7/4
Studio Art – 3D Design			2/0	1/1			1/1
U.S. History	124/93	126/106	132/85	148/126	114/72	151/115	147/113
World History	80/54	97/48	128/75	124/63	132/64	137/79	123/80
Total Exams Taken	1,289	1,550	1,562	1,591	1,661	1,888	1,973
Total Exams Passed	913	1036	1079	1116	1,174	1,376	1,536
% of Exams Passed	71%	67%	69%	71%	71%	73%	78%

**2004–2010 AP Exams Taken / Passed
El Dorado High School**

AP PROGRAM	2004	2005	2006	2007	2008	2009	2010	% PASSED
Biology	21/11	18/9	13/8	19/9	12/2	14/5	26/9	35%
Chemistry		3/0	1/1					
Economics – Micro	1/1		1/0					
Economics – Macro	1/1	1/1	1/0					
Eng. Lang. & Comp.	20/16	34/32	31/19	37/32	22/9	29/25	30/25	83%
Eng. Lit. & Comp.	20/17	15/15	17/16	17/15	20/15	21/20	22/22	100%
Environmental Science					28/18	56/24	51/21	41%
European History			2/2		3/2			
French Language			1/0	3/0				
German Language	1/1	1/1	1/1					
Govt. & Politics – U.S.	15/12	18/13	12/7	13/7	21/14	19/3	20/10	50%
Govt. & Politics – Comp.		2/1						
Math – Calculus AB	12/9	15/14	8/8	6/6	16/11	17/13	12/10	83%
Math – Calculus BC		1/1						
Physics B	3/0	1/0	5/3					
Physics C – Mechanics	1/0							
Physics C – E & M	1/0							
Spanish Language	11/9	17/9	13/9	11/8	9/7	19/13	11/9	82%
Spanish Literature		1/0						
Statistics	17/17	11/11	21/15	12/11	14/11	8/5	15/7	47%
Studio Art – Drawing	5/1	3/2	1/0	2/0				
U.S. History	23/19	15/14	17/11	19/18	8/3	16/11	22/15	68%
World History	9/8	24/7	35/19	26/14	36/17	40/17	24/13	54%
Total Exams Taken	161	180	180	165	189	239	233	
Total Exams Passed	122	130	119	120	129	136	141	
% of Exams Passed	76%	72%	66%	73%	68%	57%	61%	

**2004–2010 AP Exams Taken / Passed
Oak Ridge High School**

AP PROGRAM	2004	2005	2006	2007	2008	2009	2010	% PASSED
Biology	41/32	63/50	28/21	57/42	87/53	132/56	107/52	48%
Chemistry	3/3	19/1	2/1					
Computer Science A							45/42	93%
Economics – Micro	2/1			1/1	2/1	43/33	32/24	75%
Economics – Macro	2/1			1/1				
Eng. Lang. & Comp.	112/69	141/98	127/69	170/123	140/106	174/140	184/132	72%
Eng. Lit. & Comp.	66/43	105/73	120/73	120/59	148/102	153/99	135/94	70%
Environmental Science	13/8	73/23	76/37	46/18	52/35	39/16	27/19	70%
European History			1/1					
French Language	4/1	10/4	6/2	10/8	3/1	3/3	8/5	63%
French Literature								
Govt. & Politics – U.S.	37/34	38/28	50/47	43/37	52/46	46/44	36/35	97%
Govt. & Politics – Comp.								
Math – Calculus AB	49/40	44/38	57/39	50/50	67/67	72/68	87/85	98%
Math – Calculus BC	6/6			1/1		12/12	17/17	100%
Physics C – Mechanics	7/5	13/9	18/17	13/12	26/22	12/11	12/9	75%
Physics C – E & M			1/1					
Psychology	26/18	29/25	58/49	48/29	40/30	20/18	52/44	85%
Spanish Language	18/10	31/10	19/11	29/11	17/9	21/8	14/13	93%
Spanish Literature	1/1							
Statistics	54/24	157/59	70/44	108/42	96/37	103/86	121/102	84%
Studio Art: Drawing	17/7	21/7	20/8	17/8	24/8	15/2	7/4	57%
U.S. History	62/40	63/50	64/37	82/73	51/37	64/53	65/54	83%
World History	54/30	73/41	78/46	82/38	82/36	82/53	82/55	67%
Total Exams Taken	574	880	795	879	888	927	1033	
Total Exams Passed	373	516	503	558	591	642	799	
% of Exams Passed	65%	60%	64%	64%	67%	69%	77%	

**2004–2010 AP Exams Taken / Passed
Ponderosa High School**

AP PROGRAM	2004	2005	2006	2007	2008	2009	2010	% PASSED
Biology	27/24		23/22	41/40		23/22	26/23	88%
Chemistry	6/4	2/1	4/0		4/3			
Computer Science A		15/14			14/8			
Economics – Micro	28/25	35/25	34/27	41/23	26/17	47/36	53/45	85%
Economics – Macro	30/24	36/29	35/22	42/31	27/21	48/42	54/47	87%
Eng. Lang. & Comp.	28/22	27/25	30/22	30/28	58/54	62/55	64/56	88%
Eng. Lit. & Comp.	29/28	25/24	29/25	32/26	62/45	59/53	90/68	76%
Environmental Science					36/31	21/18	31/27	87%
French Language	4/4		7/6	3/3				
German Language	1/1		1/1					
Govt. & Politics – U.S.	28/21	22/17	20/14	18/15	15/14	24/20	16/16	100%
Govt. & Politics – Comp.							1/1	100%
Math – Calculus AB	28/21	38/32	27/27	36/35	41/40	46/44	61/57	93%
Math – Calculus BC							2/2	100%
Music Theory		1/1	5/4		3/3		2/2	100%
Physics B	1/1	3/3	3/2	1/1	8/5	4/4	8/4	50%
Spanish Language	14/13		23/16	9/3	17/6	16/11		
Spanish Literature	2/1							
Statistics	48/25	55/47	80/70	78/64	70/62	103/86	81/74	91%
Studio Art – Drawing	1/1							
Studio Art – 3-D Design			1/0					
U.S. History	25/20	23/19	36/27	29/20	34/18	35/29	21/16	76%
World History	17/16							
Total Exams Taken	317	282	358	360	416	488	519	
Total Exams Passed	251	237	285	299	328	420	440	
% of Exams Passed	79%	84%	80%	84%	79%	86%	85%	

**2004–2010 AP Exams Taken / Passed
Union Mine High School**

AP PROGRAM	2004	2005	2006	2007	2008	2009	2010	% PASSED
Biology	58/29	28/11	16/16	20/13	20/9	30/14		
Chemistry	1/0	1/0						
Economics – Micro	1/0							
Economics – Macro								
Eng. Lang. & Comp.	29/26	28/27	30/13	28/23	16/16	15/14	12/9	75%
Eng. Lit. & Comp.	12/9	21/16	27/21	14/10	6/6	19/12	21/18	86%
Environmental Science	12/9	15/13	14/11	21/12	13/10	15/13	22/18	86%
French Language	3/2	1/0	1/0			2/0		
German Language								
Govt. & Politics – U.S.								
Math – Calculus AB	22/22	13/13	29/29			30/30		
Math – Calculus BC	22/20	13/13	29/28	30/28	31/28	30/29	24/23	96%
Physics B	1/1	4/1						
Physics C: E and M	4/1							
Physics C: Mechanics	4/1	3/0						
Psychology	6/6	5/3	15/8	1/0	13/12	7/6	19/16	84%
Spanish Language	7/4	16/3	8/3	12/5	9/3	8/5	21/18	86%
Statistics	39/23	40/31	25/22	22/20	23/17	27/24	33/31	94%
Studio Art – Drawing	1/0		1/1	4/2	4/0			
Studio Art – 3-D Design			1/0					
U.S. History	14/14	25/23	15/10	18/15	21/14	36/22	39/28	72%
World History			15/10	16/11	14/11	15/9	17/13	76%
Total Exams Taken	215	208	229	187	168	234	188	
Total Exams Passed	145	153	172	140	126	178	156	
% of Exams Passed	67%	74%	75%	75%	75%	76%	83%	

3.3.5 Summary of Findings

Over the past several years, many more students attempted and passed Advanced Placement courses. More than twice as many AP exams were taken in 2009 (1,973) compared to 2002 (848), and the pass rate increased from 70% to 78% as well. AP Language and Composition and Literature and Composition continue to be the most popular tested areas with significant numbers of students also testing in Calculus, Statistics, Biology, Environmental Science, World and U.S. Histories. Psychology and Computer science have both grown significantly in recent years. It is encouraging to see more students accessing the AP curriculum and to see pass rates continue to increase.

3.4 OTHER MEASURES

3.4.1 Grade Point Averages in Core Content Courses

First Semester 2008 v. 2009: El Dorado High School

COURSE	NUMBER		% A GRADE		% B GRADE		% C GRADE		% D GRADE		% F GRADE		GPA	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Algebra I	209	179	20%	13%	29%	27%	30%	34%	10%	11%	12% (24)	15% (27)	2.35	2.12
Algebra 10/12	155	129	8%	5%	22%	19%	28%	30%	21%	34%	21% (32)	12% (16)	1.75	1.70
English I	390	333	19%	17%	31%	31%	32%	27%	7%	15%	11% (41)	11% (36)	2.41	2.28
World History	339	395	12%	12%	19%	25%	29%	27%	21%	23%	20% (68)	13% (52)	1.84	1.99
P/E Science	363	253	16%	13%	24%	19%	26%	29%	20%	29%	15% (53)	9% (24)	2.07	1.98

Failed Courses Fall 2008 v. 2009: School v. District

EL DORADO HIGH SCHOOL			DISTRICTWIDE		
2008	2009	1-YEAR CHANGE	2008	2009	1-YEAR CHANGE
218	155	-63	699	521	-178

First Semester 2008 v. 2009: Oak Ridge High School

COURSE	NUMBER		% A GRADE		% B GRADE		% C GRADE		% D GRADE		% F GRADE		GPA	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Algebra I	242	295	44%	42%	32%	29%	20%	19%	0%	9%	10% (24)	1% (4)	3.11	3.01
Algebra 10/12	113	88	18%	13%	34%	39%	23%	26%	19%	18%	5% (6)	5% (4)	2.38	2.36
English I	578	585	32%	31%	43%	43%	18%	19%	7%	7%	2% (9)	1% (6)	2.96	2.96
World History	546	555	25%	30%	33%	35%	26%	23%	7%	9%	8% (46)	3% (15)	2.60	2.80
P/E Science	394	419	23%	25%	30%	36%	28%	24%	13%	12%	5% (20)	3% (12)	2.52	2.68

Failed Courses Fall 2008 v. 2009: School v. District

OAK RIDGE HIGH SCHOOL			DISTRICTWIDE		
2008	2009	1-YEAR CHANGE	2008	2009	1-YEAR CHANGE
105	41	-64	699	521	-178

First Semester 2008 v. 2009: Ponderosa High School

COURSE	NUMBER		% A GRADE		% B GRADE		% C GRADE		% D GRADE		% F GRADE		GPA	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Algebra I	314	269	22%	18%	28%	32%	37%	21%	7%	15%	6% (18)	14% (38)	2.53	2.24
Algebra 10/12	112	121	9%	27%	22%	32%	20%	21%	25%	10%	24% (27)	9% (12)	1.67	2.57
English I	529	488	30%	21%	37%	35%	16%	23%	6%	13%	11% (58)	8% (39)	2.69	2.48
World History	453	511	26%	26%	28%	25%	22%	22%	12%	18%	12% (52)	8% (43)	2.45	2.40
P/E Science	514	465	21%	19%	29%	24%	25%	28%	12%	21%	11% (59)	9% (41)	2.35	2.23

Failed Courses Fall 2008 v. 2009: School v. District

PONDEROSA HIGH SCHOOL			DISTRICTWIDE		
2008	2009	1-YEAR CHANGE	2008	2009	1-YEAR CHANGE
214	173	-41	699	521	-178

First Semester 2008 v. 2009: Union Mine High School

COURSE	NUMBER		% A GRADE		% B GRADE		% C GRADE		% D GRADE		% F GRADE		GPA	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Algebra I	241	204	21%	11%	25%	28%	20%	27%	13%	24%	21% (51)	11% (23)	2.11	2.02
Algebra 10/12	69	45	13%	2%	26%	13%	17%	18%	19%	20%	25% (17)	47% (21)	1.84	1.04
English I	268	300	19%	28%	33%	37%	27%	20%	13%	10%	9% (23)	4% (13)	2.41	2.75
World History	238	472	29%	39%	22%	27%	16%	15%	16%	11%	16% (39)	7% (36)	2.30	2.79
P/E Science	263	257	34%	16%	21%	24%	21%	21%	13%	16%	12% (32)	23% (59)	2.51	1.93

Failed Courses Fall 2008 v. 2009: School v. District

UNION MINE HIGH SCHOOL			DISTRICTWIDE		
2008	2009	1-YEAR CHANGE	2008	2009	1-YEAR CHANGE
162	152	-10	699	521	-178

Second Semester 2009 v. 2010: El Dorado High School

COURSE	NUMBER		% A GRADE		% B GRADE		% C GRADE		% D GRADE		% F GRADE		GPA	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Algebra I	198	172	13%	10%	29%	24%	28%	40%	13%	5%	17% (34)	21% (34)	2.08	1.98
Algebra 10/12	131	108	7%	5%	18%	14%	29%	24%	27%	49%	20% (26)	8% (9)	1.65	1.57
English I	374	305	19%	17%	28%	25%	27%	28%	10%	19%	16% (58)	12% (37)	2.25	2.15
World History	347	375	17%	17%	26%	29%	27%	26%	17%	20%	13% (45)	9% (34)	2.18	2.23
P/E Science	347	242	20%	9%	24%	21%	32%	31%	15%	28%	9% (30)	11% (27)	2.32	1.89

Failed Courses Spring 2009 v. 2010: School v. District

EL DORADO HIGH SCHOOL			DISTRICTWIDE		
2009	2010	1-YEAR CHANGE	2009	2010	1-YEAR CHANGE
193	141	-52	689	478	-211

Second Semester 2009 v. 2010: Oak Ridge High School

COURSE	NUMBER		% A GRADE		% B GRADE		% C GRADE		% D GRADE		% F GRADE		GPA	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Algebra I	230	295	30%	30%	38%	33%	20%	25%	0%	10%	6% (13)	2% (7)	2.87	2.78
Algebra 10/12	117	85	3%	6%	17%	21%	33%	39%	28%	27%	18% (21)	7% (6)	1.60	1.92
English I	597	580	36%	33%	38%	39%	14%	18%	6%	8%	4% (21)	2% (11)	2.90	2.92
World History	534	559	31%	38%	32%	33%	23%	18%	7%	9%	6% (32)	3% (18)	2.75	2.87
P/E Science	387	416	17%	25%	31%	31%	29%	26%	17%	14%	6% (22)	4% (17)	2.37	2.58

Failed Courses Spring 2009 v. 2010: School v. District

OAK RIDGE HIGH SCHOOL			DISTRICTWIDE		
2009	2010	1-YEAR CHANGE	2009	2010	1-YEAR CHANGE
109	59	-50	689	478	-211

Second Semester 2009 v. 2010: Ponderosa High School

COURSE	NUMBER		% A GRADE		% B GRADE		% C GRADE		% D GRADE		% F GRADE		GPA	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Algebra I	305	255	15%	16%	29%	26%	37%	35%	12%	6%	7% (22)	16% (42)	2.32	2.23
Algebra 10/12	95	101	7%	18%	14%	27%	36%	30%	23%	14%	20% (19)	12% (12)	1.65	2.25
English I	519	467	31%	24%	34%	35%	18%	24%	10%	11%	7% (37)	6% (27)	2.71	2.60
World History	435	491	25%	30%	27%	22%	20%	24%	16%	16%	12% (51)	7% (36)	2.38	2.51
P/E Science	504	431	22%	23%	26%	30%	28%	30%	14%	12%	10% (51)	6% (24)	2.36	2.53

Failed Courses Spring 2009 v. 2010: School v. District

PONDEROSA HIGH SCHOOL			DISTRICTWIDE		
2009	2010	1-YEAR CHANGE	2009	2010	1-YEAR CHANGE
180	141	-39	689	478	-211

Second Semester 2009 v. 2010: Union Mine High School

COURSE	NUMBER		% A GRADE		% B GRADE		% C GRADE		% D GRADE		% F GRADE		GPA	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Algebra I	249	181	14%	10%	22%	22%	20%	22%	19%	19%	26% (64)	27% (48)	1.78	1.71
Algebra 10/12	55	42	0%	5%	27%	14%	25%	17%	22%	21%	25% (14)	43% (18)	1.55	1.17
English I	341	319	29%	29%	29%	34%	21%	21%	12%	10%	10% (33)	7% (22)	2.56	2.68
World History	289	126	28%	35%	29%	29%	18%	24%	15%	10%	9% (26)	4% (4)	2.53	2.83
P/E Science	327	210	23%	10%	21%	28%	21%	24%	14%	17%	21% (70)	21% (45)	2.37	1.88

Failed Courses Spring 2009 v. 2010: School v. District

UNION MINE HIGH SCHOOL			DISTRICTWIDE		
2009	2010	1-YEAR CHANGE	2009	2010	1-YEAR CHANGE
207	137	-70	689	478	-211

3.4.2 University of California/California State University “a-g” Completion Rates

To satisfy entrance requirements to the University of California (UC)/California State University, students must complete, at a minimum, the following 15 high school courses: History/Social Science (2 years), English (4 years), Math (3 years), Lab Science (2 years), Foreign Language (2 years), Visual and Performing Arts (1 year), College Preparatory Electives (1 year). These courses are also known as the "a-g" subjects. At least 7 of the 15 yearlong courses must be taken in the student's last 2 years of high school.

Graduates Meeting UC/CSU “a-g” Requirements (by Number and Percentage)

YEAR	EL DORADO HS		OAK RIDGE HS		PONDEROSA HS		UNION MINE HS		DISTRICT
	NO.	%	NO.	%	NO.	%	NO.	%	
2009-10*	102	38%	337	68%	227	56%	124	47%	49%
2008-09	100	40.2%	330	63.7%	237	51.6%	143	50.5%	47.5%
2007-08	101	44.9%	312	64.7%	216	49.1%	133	46.5%	47.1%
2006-07	84	35.3%	273	61.5%	186	47.1%	159	51.1%	45.8%
2005-06	103	41.9%	253	55.6%	149	34.3%	140	43.2%	40.8%
2004-05	124	47%	169	47.1%	152	38.1%	144	45.6%	40.3%
2003-04	101	39.8%	219	55.2%	103	30%	150	44.5%	40.6%
2002-03	94	32.2%	221	59.4%	122	32.3%	152	42%	40.5%
2001-02	104	32.5%	227	49.6%	126	39%	107	34.2%	37.9%
2000-01	92	28.8%	159	35.3%	149	32.8%	Opened in 1999 with freshmen and sophomores		31.3 %
1999-00	121	34.7%	190	44.2%	181	40.4%			38.5 %

* 2009-10 Data based on district estimates official results not produced by the CDE at the time this document was published.

3.4.3 District and Site Enrollment Summary

GRADE	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
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El Dorado Union High School District

9	1,862	1,891	1,764	1,699	1,869	1,733
10	1,814	1,895	1,885	1,799	1,734	1,808
11	1,831	1,791	1,840	1,864	1,807	1,692
12	1,629	1,745	1,726	1,799	1,852	1,768
Total	7,248	7,411	7,344	7,284	7,262	7,001

El Dorado High School

9	352	354	366	374	416	347
10	325	326	334	361	388	407
11	293	296	297	287	322	318
12	293	257	261	264	274	274
Total	1,285	1,245	1,279	1,308	1,400	1,346

Oak Ridge High School

9	526	575	539	564	587	578
10	486	541	578	542	560	578
11	515	495	524	557	546	544
12	377	475	458	497	536	522
Total	1,921	2,094	2,119	2,182	2,229	2,222

Ponderosa High School

9	545	554	502	462	541	502
10	505	529	525	491	459	536
11	473	459	502	504	468	427
12	421	442	424	464	494	441
Total	2,006	2,062	2,022	1,979	1,962	1,906

Shenandoah High School

9	36	34	33	30	25	29
10	34	30	38	40	24	22
11	37	30	30	31	23	21
12	0	30	28	25	29	24
Total	107	124	129	126	101	96

Union Mine High School

9	394	366	318	265	296	269
10	395	389	372	324	269	281
11	374	369	352	339	301	239
12	328	333	342	311	312	272
Total	1,502	1,478	1,403	1,260	1,178	1,061

3.4.4 Accreditation Status with Western Association of Schools and Colleges

HIGH SCHOOL	DATE OF LAST WASC ACCREDITATION	TERM OF ACCREDITATION	MID TERM VISIT (YEAR)	NEXT YEAR OF WASC
El Dorado	March 2007	6 Years	2010	2013
Oak Ridge	April 2010	6 Years	2013	2016
Ponderosa	March 2007	6 Years	NA	2013
Union Mine	April 2009	6 Years	2012	2015
Independence	June 2009	6 Years	2013	2015
ILC	June 2005	6 Years	2008	2011
Shenandoah	March 2007	6 Years	2010	2013
Vista	March 2007	6 Years	2010	2013
Mountain View	April 2007	6 Years	2010	2013

4. Post High School Information

The following tables summarize information regarding public universities and colleges EDUHSD students attend. The information is from two of our local community colleges Folsom Lake and Sierra as well as public California universities and colleges.

4.1 FOLSOM LAKE COLLEGE

Pages 125 through 148 include Folsom Lake College Feeder High School Reports on Course Placement and Enrollment and Performance for the following District schools.

- El Dorado High School
- Ponderosa High School
- Oak Ridge High School
- Union Mine High School
- Independent Learning Center
- Shenandoah High School

4.2 SIERRA COLLEGE

HIGH SCHOOL	# of GRADUATES	STUDENTS AT SIERRA	AVG # UNITS 1ST CENSUS	AVG # UNITS EARNED	AVG TERM GPA	SUCCESS RATE	PERSISTENCE RATE CURRENT TO NEXT TERM
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Fall 2008

El Dorado	225	8	12.85	12.32	2.39	76%	NA
Oak Ridge	482	13	14.37	13.80	3.24	91%	NA
Ponderosa	440	9	15.38	13.06	3.15	79%	NA
All New HS Graduates		3,186	12.16	10.69	2.44	67%	NA

Fall 2007

El Dorado	238	2	11.29	8.00	1.75	43%	50%
Oak Ridge	444	19	12.12	9.60	2.08	58%	58%
Ponderosa	395	10	11.99	8.80	2.08	59%	70%
All New HS Graduates		2,935	12	10.6	2.37	63%	84%

Fall 2006

El Dorado	246	6	14.21	12.70	1.82	50%	83%
Oak Ridge	455	23	13.75	10.90	2.40	64%	92%
Ponderosa	434	23	12.32	10.10	2.55	71%	87%
All New HS Graduates		2,734	12	9.5	2.32	63%	82%

Fall 2005

El Dorado	264	8	13.29	13.00	2.63	75%	100%
Oak Ridge	359	28	13.04	9.80	2.59	68%	89%
Ponderosa	399	23	12.66	9.50	2.60	66%	61%
All New HS Graduates		2,893	12	9.3	2.44	64%	81%

4.3 FIRST-TIME FRESHMEN – UC AND CSU CAMPUSES

EL DORADO UNION HIGH SCHOOL DISTRICT 2001–09

University of California

SITE	2001	2002	2003	2004	2005	2006	2007	2008	2009	TOTALS
UC Berkeley	6	4	11	17	5	9	9	9	7	77
UC Davis	23	19	23	27	28	19	27	16	32	214
UC Irvine	4	6	5	7	6	11	4	6	2	51
UC Los Angeles	2	3	4	9	9	9	6	10	6	58
UC Merced	0	0	0	0	0	1	2	1	2	6
UC Riverside	1	0	4	2	2	2	0	2	2	15
UC San Diego	10	10	9	6	14	9	6	5	7	76
UC Santa Barbara	14	12	21	19	17	19	19	14	17	152
UC Santa Cruz	11	20	13	20	15	18	21	18	18	154
Totals	71	74	90	107	96	97	94	81	89	803

California State University

SITE	2001	2002	2003	2004	2005	2006	2007	2008	2009	TOTALS
California Maritime Academy	1	3	0	0	3	1	2	2	1	13
Cal. Poly, San Luis Obispo	18	23	23	16	24	25	36	24	28	217
Cal. Poly, Pomona	1	1	1	1	5	2	1	1	2	15
CSU Bakersfield	0	0	0	0	1	0	1	0	0	2
CSU Channel Islands	0	0	1	0	1	0	0	0	0	2
CSU Chico	28	22	22	23	28	35	50	54	35	297
CSU East Bay	0	1	0	0	0	1	0	0	1	3
CSU Fresno	2	2	3	5	6	8	4	7	8	45
CSU Fullerton	2	2	1	1	1	1	1	4	3	16
CSU Long Beach	3	4	2	4	3	5	4	9	6	40
CSU Monterey	8	6	3	2	8	7	8	3	13	58
CSU Northridge	1	1	0	1	0	0	1	3	1	8
CSU Sacramento	58	40	68	46	34	59	50	58	80	493
CSU San Bernardino	0	1	0	0	0	0	0	1	0	2
CSU San Marcos	2	0	1	0	1	0	1	0	5	10
CSU Stanislaus	0	0	1	0	3	2	2	2	0	10
Humboldt State	0	3	5	4	6	7	3	9	9	46
San Diego State	13	14	15	15	10	29	26	30	20	172
San Francisco State	2	12	10	13	11	12	14	18	20	112
San Jose State	0	5	2	4	7	2	6	4	3	33
Sonoma State	16	18	11	17	14	22	17	21	21	157
CSU Totals	155	158	169	152	166	218	227	250	257	1,751

This report shows the placement results of El Dorado High School 2009 graduates that took FLC's assessment tests for placement into Fall 2009 writing, reading and math classes (enrolled in at least one Fall 2009 class as new, 1st-time-to-college students). For comparison purposes, similar course placement distributions are also shown for FLC's primary feeder high schools. See table at bottom of the page for basic information about each course. See FLC's College Catalog for full course descriptions.

Note that community colleges may only use assessment tests that are approved for this use by the Chancellor's Office (i.e., that appear on the Chancellor's Office's list of approved instruments). FLC currently uses the College Tests for English Placement (CTEP) and the UC/CSU Math Diagnostic Test Project (MDTP) for placing students into English, reading, and math classes.

Course Placement Distribution

		El Dorado HS		Primary FLC Feeder High Schools				
Writing		#	%	HS1	HS2	HS3	HS4	HS5
	ENGWR 300	30	44%	35%	44%	48%	48%	38%
BSkls	ENGWR 101	28	41%	39%	39%	38%	36%	45%
BSkls	ENGWR 51	8	12%	14%	15%	12%	14%	12%
BSkls	ENGWR 41	2	3%	8%	2%	2%	1%	4%
BSkls	ENGWR 39	0	0%	4%	0%	0%	0%	0%
Reading								
	Competency*	23	34%	24%	38%	42%	41%	42%
	ENGRD 310 (prev. 112)	30	44%	45%	42%	40%	43%	40%
BSkls	ENGRD 110 (prev. 16)	14	21%	24%	18%	15%	16%	15%
BSkls	ENGRD 16 (prev. 13)	1	1%	4%	2%	3%	0%	3%
	undetermined**	0	0%	4%	0%	0%	0%	0%
Mathematics								
	MATH 350/400	0	0%	0%	6%	4%	3%	1%
	MATH 370/350	3	5%	2%	2%	3%	4%	3%
	MATH 310/335	5	8%	8%	13%	11%	13%	7%
	MATH 112/120	13	20%	16%	21%	29%	17%	14%
BSkls	MATH 100	19	29%	34%	30%	24%	36%	38%
BSkls	MATH 30	12	18%	26%	19%	18%	18%	8%
BSkls	MATH 20	7	11%	10%	6%	7%	6%	21%
	undetermined**	7	11%	4%	3%	4%	4%	7%

* Meets degree requirement for reading competency (equivalent to passing ENGRD 310).

** Score too low to receive a course placement - recommended to take ESL or lower level Math test.

BSkls = basic skills course

FLC Office of Institutional Research - 3-13-10

Course	Course Title	Units	Degr. Applic.	Xfer
ENGWR 300	College Composition (1A)	3	Y	Y
ENGWR 101	College Writing	4	Y	N
ENGWR 51	Developmental Writing	4	N	N
ENGWR 41	Writing Skills	4	N	N
ENGWR 39	Basic Writing Skill Development	2	N	N
ENGRD 310	Prose Analysis & Interpretation	3	Y	Y
ENGRD 110	Comprehension Strat. & Vocab. Devel	3	N	N
ENGRD 16	Basic Reading Skills	2	N	N

Course	Course Title	Units	Degr. Applic.	Xfer
MATH 400	Analytical Geo. & Calculus	5	Y	Y
MATH 370	Pre-Calculus Math	5	Y	Y
MATH 350	Calculus: Life & Soc. Sciences	3	Y	Y
MATH 335	Trigonometry w/ Coll. Alg.	5	Y	Y
MATH 310	Math Discovery	3	Y	Y
MATH 120	Inter. Algebra	5	Y	N
MATH 110	Elem. Geometry	5	Y	N
MATH 100	Elem. Algebra	5	Y	N
MATH 30	Pre-Algebra	5	N	N
MATH 20	Arithmetic	5	N	N

This report reflects the enrollment and performance of El Dorado High School (EDHS) graduates at FLC.

In the following table, row **A** shows, for each of four years of EDHS graduates, the number that enrolled at FLC the subsequent fall semester. Row **B** expresses this number as a percent of each year's overall FLC headcount. Row **C** reflects the number of EDHS students concurrently enrolled (Advanced Ed) each fall. Row **D** shows the number of FLC students whose records identify EDHS as the high school of last attendance, irrespective of when they graduated.

ENROLLMENT (New HS Grads at FLC, exc. row D)		Fall 2006	Fall 2007	Fall 2008	Fall 2009
A	# of El Dorado HS grads enrolling in FLC's fall term	60	76	58	76
B	% of FLC's fall student headcount	0.9%	1.0%	0.7%	0.8%
C	# of Advanced Ed students from EDHS	6	11	17	14
D	# of FLC students identifying EDHS as the last high school they attended	384	391	408	421

The following table shows the proportion of EDHS's 2008 graduating class that enrolled in FLC's fall 2008 semester. It also shows comparison rates for each of FLC's other primary feeder schools.

EDHS 2008 Graduating Class	# Enrolled in FLC's Fall '08 semester	% of 2008 Graduating Class	% of 2008 Graduating Class - Comparison Statistics				
			Cordova HS	Folsom HS	Oak Ridge HS	Ponderosa HS	Union Mine HS
225	58	25.8%	14.7%	32.1%	24.5%	36.8%	32.5%

Row **E** of the following table reflects the gender and ethnicity distribution of 2009 EDHS graduates that enrolled in FLC's fall 2008 semester. Row **F** shows the same information for FLC's entire fall 2009 student body.

DEMOGRAPHICS (Fall 2009)			AfrAmr	AmrInd	Asn/Fil/PacIsl	Hisp/Latino	Wht	
	Female	Male						
E	EDHS Grads at FLC (N=58)	50.0%	50.0%	1.6%	4.9%	0.0%	13.1%	80.3%
F	FLC Overall Student Body	60.2%	39.8%	2.6%	1.8%	10.3%	10.6%	74.6%

"unknowns" (decline to state) excluded from denominator of these calculations, i.e., "knowns" are assumed to represent "unknowns"

The following table shows the first semester (fall 2009) performance of EDHS 2009 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 1st Semester		Fall 2009 Performance at FLC				
2009 Graduating Class	# enrolled at FLC in F09	Units Attempted	Units Completed	Average GPA	Success Rate ¹	
El Dorado High School	76	11.3	8.0	2.40	62.7%	
G	Primary Feeder HS #1	--	10.6	8.4	2.61	71.1%
	Primary Feeder HS #2	--	12.1	10.2	2.68	77.4%
	Primary Feeder HS #3	--	12.1	9.8	2.64	74.3%
	Primary Feeder HS #4	--	11.6	9.5	2.63	75.5%
	Primary Feeder HS #5	--	10.6	8.2	2.55	68.6%

¹ The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the second semester (spring 2009) performance of EDHS 2008 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 2nd Semester		Spring 2009 Performance at FLC				
2008 Graduating Class	# enrolled at FLC in F08	F-to-S Pers. Rate ¹	Avg. Units Attmptd S09	Avg. Units Cmpltd S09	Avg. GPA S09	Success Rate ² S09
El Dorado High School	58	84.5%	11.4	9.19	2.62	72.5%
Primary Feeder HS #1	--	68.8%	11.3	8.21	1.90	64.0%
Primary Feeder HS #2	--	84.5%	12.5	9.62	2.57	70.8%
G Primary Feeder HS #3	--	89.0%	12.9	10.76	2.63	77.8%
Primary Feeder HS #4	--	79.6%	12.1	9.64	2.48	73.1%
Primary Feeder HS #5	--	81.7%	11.1	8.93	2.61	73.1%

¹ The proportion of students enrolled in one or more classes in the fall that return and re-enroll in at least one class the subsequent **spring**.

² The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the third semester (fall 2009) performance of EDHS 2008 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 3rd Semester		Fall 2009 Performance at FLC				
2008 Graduating Class	# enrolled at FLC in F08	F-to-F Pers. Rate ¹	Avg. Units Attmptd F09	Avg. Units Cmpltd F09	Avg. GPA F09	Success Rate ² F09
El Dorado High School	58	65.5%	10.9	9.32	2.86	81.5%
Primary Feeder HS #1	--	50.0%	11.3	7.67	2.44	62.7%
Primary Feeder HS #2	--	69.1%	12.8	10.15	2.66	75.2%
G Primary Feeder HS #3	--	79.7%	12.3	10.59	2.79	79.6%
Primary Feeder HS #4	--	67.3%	12.4	9.56	2.62	72.7%
Primary Feeder HS #5	--	61.3%	11.4	9.20	2.77	75.2%

¹ The proportion of students enrolled in one or more classes in the fall that return and re-enroll in at least one class the subsequent **fall**.

² The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the academic standing over three semesters of a cohort of EDHS 2008 graduates enrolled at FLC. For comparison purposes, an average of the 5 largest feeder high schools is also shown.

ACADEMIC STANDING During 1st 3 Sems							
F08 EDHS Cohort	Good Academic Standing	1st Sem Academic Probation ¹	2nd Sem Academic Probation ²	1st Sem Progress Probation ³	2nd Sem Progress Probation ⁴	Academic Dismissal ⁵	Progress Dismissal ⁶
At end of F08 (N = 58)	81.0%	19.0%					
At end of S09 (N = 49)	77.6%	12.2%	6.1%	4.1%			
At end of F09 (N = 38)	84.2%	2.6%	7.9%			5.3%	

F07 Cohort - Average of 5 Largest Feeder High Schools

At end of F08	82.2%	16.0%		1.8%			
At end of S09	73.9%	14.2%	9.4%	2.1%	0.4%		
At end of F09	81.8%	5.1%	6.1%	0.9%	0.2%	5.4%	0.5%

¹ 1st semester student did not maintain at least a 2.0 GPA.

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² 2nd semester student did not maintain at least a 2.0 GPA.

³ 1st semester student dropped 50% or more of the units in which student originally enrolled.

⁴ 2nd semester student dropped 50% or more of the units in which student originally enrolled.

⁵ Student dismissed after a third semester of not maintaining at least a 2.0 GPA.

⁶ Student dismissed after a third semester of dropping 50% or more of the units in which student originally enrolled.

See FLC College Catalog for details concerning Academic Standing.

This report shows the placement results of Oak Ridge High School 2009 graduates that took FLC's assessment tests for placement into Fall 2009 writing, reading and math classes (enrolled in at least one Fall 2009 class as new, 1st-time-to-college students). For comparison purposes, similar course placement distributions are also shown for FLC's primary feeder high schools. See table at bottom of the page for basic information about each course. See FLC's College Catalog for full course descriptions.

Note that community colleges may only use assessment tests that are approved for this use by the Chancellor's Office (i.e., that appear on the Chancellor's Office's list of approved instruments). FLC currently uses the College Tests for English Placement (CTEP) and the UC/CSU Math Diagnostic Test Project (MDTP) for placing students into English, reading, and math classes.

Course Placement Distribution

		Oak Ridge HS		Primary FLC Feeder High Schools				
Writing		#	%	HS1	HS2	HS3	HS4	HS5
	ENGWR 300	75	48%	35%	44%	44%	48%	38%
BSkls	ENGWR 101	60	38%	39%	41%	39%	36%	45%
BSkls	ENGWR 51	19	12%	14%	12%	15%	14%	12%
BSkls	ENGWR 41	3	2%	8%	3%	2%	1%	4%
BSkls	ENGWR 39	0	0%	4%	0%	0%	0%	0%
Reading								
	Competency*	66	42%	24%	34%	38%	41%	42%
	ENGRD 310 (prev. 112)	63	40%	45%	44%	42%	43%	40%
BSkls	ENGRD 110 (prev. 16)	24	15%	24%	21%	18%	16%	15%
BSkls	ENGRD 16 (prev. 13)	4	3%	4%	1%	2%	0%	3%
	undetermined**	0	0%	4%	0%	0%	0%	0%
Mathematics								
	MATH 350/400	6	4%	0%	0%	6%	3%	1%
	MATH 370/350	4	3%	2%	5%	2%	4%	3%
	MATH 310/335	17	11%	8%	8%	13%	13%	7%
	MATH 112/120	46	29%	16%	20%	21%	17%	14%
BSkls	MATH 100	38	24%	34%	29%	30%	36%	38%
BSkls	MATH 30	29	18%	26%	18%	19%	18%	8%
BSkls	MATH 20	11	7%	10%	11%	6%	6%	21%
	undetermined**	6	4%	4%	11%	3%	4%	7%

* Meets degree requirement for reading competency (equivalent to passing ENGRD 310).

** Score too low to receive a course placement - recommended to take ESL or lower level Math test.

BSkls = basic skills course

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Course	Course Title	Units	Degr. Applic.	Xfer
ENGWR 300	College Composition (1A)	3	Y	Y
ENGWR 101	College Writing	4	Y	N
ENGWR 51	Developmental Writing	4	N	N
ENGWR 41	Writing Skills	4	N	N
ENGWR 39	Basic Writing Skill Development	2	N	N
ENGRD 310	Prose Analysis & Interpretation	3	Y	Y
ENGRD 110	Comprehension Strat. & Vocab. Devel	3	N	N
ENGRD 16	Basic Reading Skills	2	N	N

Course	Course Title	Units	Degr. Applic.	Xfer
MATH 400	Analytical Geo. & Calculus	5	Y	Y
MATH 370	Pre-Calculus Math	5	Y	Y
MATH 350	Calculus: Life & Soc. Sciences	3	Y	Y
MATH 335	Trigonometry w/ Coll. Alg.	5	Y	Y
MATH 310	Math Discovery	3	Y	Y
MATH 120	Inter. Algebra	5	Y	N
MATH 110	Elem. Geometry	5	Y	N
MATH 100	Elem. Algebra	5	Y	N
MATH 30	Pre-Algebra	5	N	N
MATH 20	Arithmetic	5	N	N

This report reflects the enrollment and performance of Oak Ridge High School (ORHS) graduates at FLC.

In the following table, row **A** shows, for each of four years of ORHS graduates, the number that enrolled at FLC the subsequent fall semester. Row **B** expresses this number as a percent of each year's overall FLC headcount. Row **C** reflects the number of ORHS students concurrently enrolled (Advanced Ed) each fall. Row **D** shows the number of FLC students whose records identify ORHS as the high school of last attendance, irrespective of when they graduated.

ENROLLMENT (New HS Grads at FLC, exc. row D)		Fall 2006	Fall 2007	Fall 2008	Fall 2009
A	# of Oak Ridge HS grads enrolling in FLC's fall term	116	106	118	168
B	% of FLC's fall student headcount	1.8%	1.5%	1.4%	1.9%
C	# of Advanced Ed students from ORHS	60	102	100	56
D	# of FLC students identifying ORHS as the last high school they attended	491	513	565	662

The following table shows the proportion of ORHS's 2008 graduating class that enrolled in FLC's fall 2008 semester. It also shows comparison rates for each of FLC's other primary feeder schools.

ORHS 2008 Graduating Class	# Enrolled in FLC's Fall '08 semester	% of 2008 Graduating Class	% of 2008 Graduating Class - Comparison Statistics				
			Cordova HS	El Dorado HS	Folsom HS	Ponderosa HS	Union Mine HS
482	118	24.5%	14.7%	25.8%	32.1%	36.8%	32.5%

Row **E** of the following table reflects the gender and ethnicity distribution of 2009 ORHS graduates that enrolled in FLC's fall 2009 semester. Row **F** shows the same information for FLC's entire fall 2009 student body.

DEMOGRAPHICS (Fall 2009)			AfrAmr	AmrInd	Asn/Fil/ Paclsl	Hisp/ Latino	Wht	
	Female	Male						
E	ORHS Grads at FLC (N=168)	39.5%	60.5%	0.7%	2.8%	13.5%	6.4%	76.6%
F	FLC Overall Student Body	60.2%	39.8%	2.6%	1.8%	10.3%	10.6%	74.6%

"unknowns" (decline to state) excluded from denominator of these calculations, i.e., "knowns" are assumed to represent "unknowns"

The following table shows the first semester (fall 2009) performance of ORHS 2009 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 1st Semester		Fall 2009 Performance at FLC				
2009 Graduating Class	# enrolled at FLC in F09	Units Attempted	Units Completed	Average GPA	Success Rate ¹	
Oak Ridge High School	168	12.1	9.8	2.64	74.3%	
G	Primary Feeder HS #1	--	10.6	8.4	2.61	71.1%
	Primary Feeder HS #2	--	11.3	8.0	2.40	62.7%
	Primary Feeder HS #3	--	12.1	10.2	2.68	77.4%
	Primary Feeder HS #4	--	11.6	9.5	2.63	75.5%
	Primary Feeder HS #5	--	10.6	8.2	2.55	68.6%

¹ The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the second semester (spring 2009) performance of ORHS 2008 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 2nd Semester		Spring 2009 Performance at FLC				
2008 Graduating Class	# enrolled at FLC in F08	F-to-S Pers. Rate ¹	Avg. Units Attmptd S09	Avg. Units Cmpltd S09	Avg. GPA S09	Success Rate ² S09
Oak Ridge High School	118	89.0%	12.9	10.76	2.63	77.8%
Primary Feeder HS #1	--	68.8%	11.3	8.21	1.90	64.0%
Primary Feeder HS #2	--	84.5%	11.4	9.19	2.62	72.5%
G Primary Feeder HS #3	--	84.5%	12.5	9.62	2.57	70.8%
Primary Feeder HS #4	--	79.6%	12.1	9.64	2.48	73.1%
Primary Feeder HS #5	--	81.7%	11.1	8.93	2.61	73.1%

¹ The proportion of students enrolled in one or more classes in the fall that return and re-enroll in at least one class the subsequent **spring**.

² The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the third semester (fall 2009) performance of ORHS 2008 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 3rd Semester		Fall 2009 Performance at FLC				
2008 Graduating Class	# enrolled at FLC in F08	F-to-F Pers. Rate ¹	Avg. Units Attmptd F09	Avg. Units Cmpltd F09	Avg. GPA F09	Success Rate ² F09
Oak Ridge High School	118	79.7%	12.3	10.59	2.79	79.6%
Primary Feeder HS #1	--	50.0%	11.3	7.67	2.44	62.7%
Primary Feeder HS #2	--	65.5%	10.9	9.32	2.86	81.5%
G Primary Feeder HS #3	--	69.1%	12.8	10.15	2.66	75.2%
Primary Feeder HS #4	--	67.3%	12.4	9.56	2.62	72.7%
Primary Feeder HS #5	--	61.3%	11.4	9.20	2.77	75.2%

¹ The proportion of students enrolled in one or more classes in the fall that return and re-enroll in at least one class the subsequent **fall**.

² The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the academic standing over three semesters of a cohort of ORHS 2008 graduates enrolled at FLC. For comparison purposes, an average of the 5 largest feeder high schools is also shown.

ACADEMIC STANDING During 1st 3 Sems							
F08 ORHS Cohort	Good Academic Standing	1st Sem Academic Probation ¹	2nd Sem Academic Probation ²	1st Sem Progress Probation ³	2nd Sem Progress Probation ⁴	Academic Dismissal ⁵	Progress Dismissal ⁶
At end of F08 (N = 116)	84.5%	14.7%		0.9%			
At end of S09 (N = 103)	76.7%	15.5%	7.8%				
At end of F09 (N = 92)	83.7%	5.4%	5.4%	1.1%		4.3%	

F08 Cohort - Average of 5 Largest Feeder High Schools

At end of F08	82.2%	16.0%		1.8%			
At end of S09	73.9%	14.2%	9.4%	2.1%	0.4%		
At end of F09	81.8%	5.1%	6.1%	0.9%	0.2%	5.4%	0.5%

¹ 1st semester student did not maintain at least a 2.0 GPA.

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² 2nd semester student did not maintain at least a 2.0 GPA.

³ 1st semester student dropped 50% or more of the units in which student originally enrolled.

⁴ 2nd semester student dropped 50% or more of the units in which student originally enrolled.

⁵ Student dismissed after a third semester of not maintaining at least a 2.0 GPA.

⁶ Student dismissed after a third semester of dropping 50% or more of the units in which student originally enrolled.

See FLC College Catalog for details concerning Academic Standing.

This report shows the placement results of Ponderosa High School 2009 graduates that took FLC's assessment tests for placement into Fall 2009 writing, reading and math classes (enrolled in at least one Fall 2009 class as new, 1st-time-to-college students). For comparison purposes, similar course placement distributions are also shown for FLC's primary feeder high schools. See table at bottom of the page for basic information about each course. See FLC's College Catalog for full course descriptions.

Note that community colleges may only use assessment tests that are approved for this use by the Chancellor's Office (i.e., that appear on the Chancellor's Office's list of approved instruments). FLC currently uses the College Tests for English Placement (CTEP) and the UC/CSU Math Diagnostic Test Project (MDTP) for placing students into English, reading, and math classes.

Course Placement Distribution

		Ponderosa HS		Primary FLC Feeder High Schools				
Writing		#	%	HS1	HS2	HS3	HS4	HS5
	ENGWR 300	65	48%	35%	44%	44%	48%	38%
BSkls	ENGWR 101	49	36%	39%	41%	39%	38%	45%
BSkls	ENGWR 51	19	14%	14%	12%	15%	12%	12%
BSkls	ENGWR 41	2	1%	8%	3%	2%	2%	4%
BSkls	ENGWR 39	0	0%	4%	0%	0%	0%	0%
Reading								
	Competency*	56	41%	24%	34%	38%	42%	42%
	ENGRD 310 (prev. 112)	58	43%	45%	44%	42%	40%	40%
BSkls	ENGRD 110 (prev. 16)	21	16%	24%	21%	18%	15%	15%
BSkls	ENGRD 16 (prev. 13)	0	0%	4%	1%	2%	3%	3%
	undetermined**	0	0%	4%	0%	0%	0%	0%
Mathematics								
	MATH 350/400	4	3%	0%	0%	6%	4%	1%
	MATH 370/350	6	4%	2%	5%	2%	3%	3%
	MATH 310/335	17	13%	8%	8%	13%	11%	7%
	MATH 112/120	23	17%	16%	20%	21%	29%	14%
BSkls	MATH 100	49	36%	34%	29%	30%	24%	38%
BSkls	MATH 30	24	18%	26%	18%	19%	18%	8%
BSkls	MATH 20	8	6%	10%	11%	6%	7%	21%
	undetermined**	5	4%	4%	11%	3%	4%	7%

* Meets degree requirement for reading competency (equivalent to passing ENGRD 310).

** Score too low to receive a course placement - recommended to take ESL or lower level Math test.

BSkls = basic skills course

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Course	Course Title	Units	Degr. Applic.	Xfer
ENGWR 300	College Composition (1A)	3	Y	Y
ENGWR 101	College Writing	4	Y	N
ENGWR 51	Developmental Writing	4	N	N
ENGWR 41	Writing Skills	4	N	N
ENGWR 39	Basic Writing Skill Development	2	N	N
ENGRD 310	Prose Analysis & Interpretation	3	Y	Y
ENGRD 110	Comprehension Strat. & Vocab. Devel	3	N	N
ENGRD 16	Basic Reading Skills	2	N	N

Course	Course Title	Units	Degr. Applic.	Xfer
MATH 400	Analytical Geo. & Calculus	5	Y	Y
MATH 370	Pre-Calculus Math	5	Y	Y
MATH 350	Calculus: Life & Soc. Sciences	3	Y	Y
MATH 335	Trigonometry w/ Coll. Alg.	5	Y	Y
MATH 310	Math Discovery	3	Y	Y
MATH 120	Inter. Algebra	5	Y	N
MATH 110	Elem. Geometry	5	Y	N
MATH 100	Elem. Algebra	5	Y	N
MATH 30	Pre-Algebra	5	N	N
MATH 20	Arithmetic	5	N	N

This report reflects the enrollment and performance of Ponderosa High School (PHS) graduates at FLC.

In the following table, row **A** shows, for each of four years of PHS graduates, the number that enrolled at FLC the subsequent fall semester. Row **B** expresses this number as a percent of each year's overall FLC headcount. Row **C** reflects the number of PHS students concurrently enrolled (Advanced Ed) each fall. Row **D** shows the number of FLC students whose records identify PHS as the high school of last attendance, irrespective of when they graduated.

ENROLLMENT (New HS Grads at FLC, exc. row D)		Fall 2006	Fall 2007	Fall 2008	Fall 2009
A	# of Ponderosa HS grads enrolling in FLC's fall term	131	142	162	152
B	% of FLC's fall student headcount	2.0%	1.9%	1.9%	1.7%
C	# of Advanced Ed students from PHS	22	48	37	20
D	# of FLC students identifying PHS as the last high school they attended	556	634	708	686

The following table shows the proportion of PHS's 2008 graduating class that enrolled in FLC's fall 2008 semester. It also shows comparison rates for each of FLC's other primary feeder schools.

PHS 2008 Graduating Class	# Enrolled in FLC's Fall '08 semester	% of 2008 Graduating Class	% of 2008 Graduating Class - Comparison Statistics				
			Cordova HS	El Dorado HS	Folsom HS	Oak Ridge HS	Union Mine HS
440	162	36.8%	14.7%	25.8%	32.1%	24.5%	32.5%

Row **E** of the following table reflects the gender and ethnicity distribution of 2009 PHS graduates that enrolled in FLC's fall 2009 semester. Row **F** shows the same information for FLC's entire fall 2009 student body.

DEMOGRAPHICS (Fall 2009)			AfrAmr	AmrInd	Asn/Fil/PacIsl	Hisp/Latino	Wht	
	Female	Male						
E	PHS Grads at FLC (N=152)	53.3%	46.7%	0.8%	5.3%	3.8%	12.8%	77.4%
F	FLC Overall Student Body	60.2%	39.8%	2.6%	1.8%	10.3%	10.6%	74.6%

"unknowns" (decline to state) excluded from denominator of these calculations, i.e., "knowns" are assumed to represent "unknowns"

The following table shows the first semester (fall 2009) performance of PHS 2009 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 1st Semester		Fall 2009 Performance at FLC				
2009 Graduating Class	# enrolled at FLC in F09	Units Attempted	Units Completed	Average GPA	Success Rate ¹	
Ponderosa High School	152	11.6	9.5	2.63	75.5%	
G	Primary Feeder HS #1	--	10.6	8.4	2.61	71.1%
	Primary Feeder HS #2	--	11.3	8.0	2.40	62.7%
	Primary Feeder HS #3	--	12.1	10.2	2.68	77.4%
	Primary Feeder HS #4	--	12.1	9.8	2.64	74.3%
	Primary Feeder HS #5	--	10.6	8.2	2.55	68.6%

¹ The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the second semester (spring 2009) performance of PHS 2008 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 2nd Semester		Spring 2009 Performance at FLC				
2008 Graduating Class	# enrolled at FLC in F08	F-to-S Pers. Rate ¹	Avg. Units Attmptd S09	Avg. Units Cmpltd S09	Avg. GPA S09	Success Rate ² S09
Ponderosa High School	162	79.6%	12.1	9.64	2.48	73.1%
Primary Feeder HS #1	--	68.8%	11.3	8.21	1.90	64.0%
Primary Feeder HS #2	--	84.5%	11.4	9.19	2.62	72.5%
G Primary Feeder HS #3	--	84.5%	12.5	9.62	2.57	70.8%
Primary Feeder HS #4	--	89.0%	12.9	10.76	2.63	77.8%
Primary Feeder HS #5	--	81.7%	11.1	8.93	2.61	73.1%

¹ The proportion of students enrolled in one or more classes in the fall that return and re-enroll in at least one class the subsequent **spring**.

² The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the third semester (fall 2009) performance of PHS 2008 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 3rd Semester		Fall 2009 Performance at FLC				
2008 Graduating Class	# enrolled at FLC in F08	F-to-F Pers. Rate ¹	Avg. Units Attmptd F09	Avg. Units Cmpltd F09	Avg. GPA F09	Success Rate ² F09
Ponderosa High School	162	67.3%	12.4	9.56	2.62	72.7%
Primary Feeder HS #1	--	50.0%	11.3	7.67	2.44	62.7%
Primary Feeder HS #2	--	65.5%	10.9	9.32	2.86	81.5%
G Primary Feeder HS #3	--	69.1%	12.8	10.15	2.66	75.2%
Primary Feeder HS #4	--	79.7%	12.3	10.59	2.79	79.6%
Primary Feeder HS #5	--	61.3%	11.4	9.20	2.77	75.2%

¹ The proportion of students enrolled in one or more classes in the fall that return and re-enroll in at least one class the subsequent **fall**.

² The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the academic standing over three semesters of a cohort of PHS 2008 graduates enrolled at FLC. For comparison purposes, an average of the 5 largest feeder high schools is also shown.

ACADEMIC STANDING During 1st 3 Sems							
F08 PHS Cohort	Good Academic Standing	1st Sem Academic Probation ¹	2nd Sem Academic Probation ²	1st Sem Progress Probation ³	2nd Sem Progress Probation ⁴	Academic Dismissal ⁵	Progress Dismissal ⁶
At end of F08 (N = 160)	80.0%	16.9%		3.1%			
At end of S09 (N = 128)	75.0%	14.1%	9.4%	0.8%	0.8%		
At end of F09 (N = 108)	82.4%	4.6%	5.6%	0.9%	0.9%	3.7%	1.9%

F08 Cohort - Average of 5 Largest Feeder High Schools

At end of F08	82.2%	16.0%		1.8%			
At end of S09	73.9%	14.2%	9.4%	2.1%	0.4%		
At end of F09	81.8%	5.1%	6.1%	0.9%	0.2%	5.4%	0.5%

¹ 1st semester student did not maintain at least a 2.0 GPA.

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² 2nd semester student did not maintain at least a 2.0 GPA.

³ 1st semester student dropped 50% or more of the units in which student originally enrolled.

⁴ 2nd semester student dropped 50% or more of the units in which student originally enrolled.

⁵ Student dismissed after a third semester of not maintaining at least a 2.0 GPA.

⁶ Student dismissed after a third semester of dropping 50% or more of the units in which student originally enrolled.

See FLC College Catalog for details concerning Academic Standing.

This report shows the placement results of Union Mine High School 2009 graduates that took FLC's assessment tests for placement into Fall 2009 writing, reading and math classes (enrolled in at least one Fall 2009 class as new, 1st-time-to-college students). For comparison purposes, similar course placement distributions are also shown for FLC's primary feeder high schools. See table at bottom of the page for basic information about each course. See FLC's College Catalog for full course descriptions.

Note that community colleges may only use assessment tests that are approved for this use by the Chancellor's Office (i.e., that appear on the Chancellor's Office's list of approved instruments). FLC currently uses the College Tests for English Placement (CTEP) and the UC/CSU Math Diagnostic Test Project (MDTP) for placing students into English, reading, and math classes.

Course Placement Distribution

		Union Mine HS		Primary FLC Feeder High Schools				
Writing		#	%	HS1	HS2	HS3	HS4	HS5
	ENGWR 300	28	38%	35%	44%	44%	48%	48%
BSkls	ENGWR 101	33	45%	39%	41%	39%	38%	36%
BSkls	ENGWR 51	9	12%	14%	12%	15%	12%	14%
BSkls	ENGWR 41	3	4%	8%	3%	2%	2%	1%
BSkls	ENGWR 39	0	0%	4%	0%	0%	0%	0%
Reading								
	Competency*	31	42%	24%	34%	38%	42%	41%
	ENGRD 310 (prev. 112)	29	40%	45%	44%	42%	40%	43%
BSkls	ENGRD 110 (prev. 16)	11	15%	24%	21%	18%	15%	16%
BSkls	ENGRD 16 (prev. 13)	2	3%	4%	1%	2%	3%	0%
	undetermined**	0	0%	4%	0%	0%	0%	0%
Mathematics								
	MATH 350/400	1	1%	0%	0%	6%	4%	3%
	MATH 370/350	2	3%	2%	5%	2%	3%	4%
	MATH 310/335	5	7%	8%	8%	13%	11%	13%
	MATH 112/120	10	14%	16%	20%	21%	29%	17%
BSkls	MATH 100	27	38%	34%	29%	30%	24%	36%
BSkls	MATH 30	6	8%	26%	18%	19%	18%	18%
BSkls	MATH 20	15	21%	10%	11%	6%	7%	6%
	undetermined**	5	7%	4%	11%	3%	4%	4%

* Meets degree requirement for reading competency (equivalent to passing ENGRD 310).

** Score too low to receive a course placement - recommended to take ESL or lower level Math test.

BSkls = basic skills course

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Course	Course Title	Units	Degr. Applic.	Xfer
ENGWR 300	College Composition (1A)	3	Y	Y
ENGWR 101	College Writing	4	Y	N
ENGWR 51	Developmental Writing	4	N	N
ENGWR 41	Writing Skills	4	N	N
ENGWR 39	Basic Writing Skill Development	2	N	N
ENGRD 310	Prose Analysis & Interpretation	3	Y	Y
ENGRD 110	Comprehension Strat. & Vocab. Devel	3	N	N
ENGRD 16	Basic Reading Skills	2	N	N

Course	Course Title	Units	Degr. Applic.	Xfer
MATH 400	Analytical Geo. & Calculus	5	Y	Y
MATH 370	Pre-Calculus Math	5	Y	Y
MATH 350	Calculus: Life & Soc. Sciences	3	Y	Y
MATH 335	Trigonometry w/ Coll. Alg.	5	Y	Y
MATH 310	Math Discovery	3	Y	Y
MATH 120	Inter. Algebra	5	Y	N
MATH 110	Elem. Geometry	5	Y	N
MATH 100	Elem. Algebra	5	Y	N
MATH 30	Pre-Algebra	5	N	N
MATH 20	Arithmetic	5	N	N

This report reflects the enrollment and performance of Union Mine High School (UMHS) graduates at FLC.

In the following table, row **A** shows, for each of four years of UMHS graduates, the number that enrolled at FLC the subsequent fall semester. Row **B** expresses this number as a percent of each year's overall FLC headcount. Row **C** reflects the number of UMHS students concurrently enrolled (Advanced Ed) each fall. Row **D** shows the number of FLC students whose records identify UMHS as the high school of last attendance, irrespective of when they graduated.

ENROLLMENT (New HS Grads at FLC, exc. row D)		Fall 2006	Fall 2007	Fall 2008	Fall 2009
A	# of Union Mine HS grads enrolling in FLC's fall term	85	123	93	84
B	% of FLC's fall student headcount	1.3%	1.7%	1.1%	0.9%
C	# of Advanced Ed students from UMHS	7	8	7	2
D	# of FLC students identifying UMHS as the last high school they attended	309	369	435	447

The following table shows the proportion of UMHS's 2008 graduating class that enrolled in FLC's fall 2008 semester. It also shows comparison rates for each of FLC's other primary feeder schools.

UMHS 2008 Graduating Class	# Enrolled in FLC's Fall '08 semester	% of 2008 Graduating Class	% of 2008 Graduating Class - Comparison Statistics				
			Cordova HS	El Dorado HS	Folsom HS	Oak Ridge HS	Ponderosa HS
286	93	32.5%	14.7%	25.8%	32.1%	24.5%	36.8%

Row **E** of the following table reflects the gender and ethnicity distribution of 2009 UMHS graduates that enrolled in FLC's fall 2009 semester. Row **F** shows the same information for FLC's entire fall 2009 student body.

DEMOGRAPHICS (Fall 2009)			AfrAmr	AmrInd	Asn/Fil/PacIsl	Hisp/Latino	Wht	
	Female	Male						
E	UMHS Grads at FLC (N=84)	56.0%	44.0%	1.4%	7.1%	4.3%	7.1%	80.0%
F	FLC Overall Student Body	60.2%	39.8%	2.6%	1.8%	10.3%	10.6%	74.6%

"unknowns" (decline to state) excluded from denominator of these calculations, i.e., "knowns" are assumed to represent "unknowns"

The following table shows the first semester (fall 2009) performance of UMHS 2009 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 1st Semester		Fall 2009 Performance at FLC				
2009 Graduating Class	# enrolled at FLC in F09	Units Attempted	Units Completed	Average GPA	Success Rate ¹	
Union Mine High School	84	10.6	8.2	2.55	68.6%	
G	Primary Feeder HS #1	--	10.6	8.4	2.61	71.1%
	Primary Feeder HS #2	--	11.3	8.0	2.40	62.7%
	Primary Feeder HS #3	--	12.1	10.2	2.68	77.4%
	Primary Feeder HS #4	--	12.1	9.8	2.64	74.3%
	Primary Feeder HS #5	--	11.6	9.5	2.63	75.5%

¹ The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the second semester (spring 2009) performance of UMHS 2008 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 2nd Semester		Spring 2009 Performance at FLC				
2008 Graduating Class	# enrolled at FLC in F08	F-to-S Pers. Rate ¹	Avg. Units Attmptd S09	Avg. Units Cmpltd S09	Avg. GPA S09	Success Rate ² S09
Union Mine High School	93	81.7%	11.1	8.93	2.61	73.1%
Primary Feeder HS #1	--	68.8%	11.3	8.21	1.90	64.0%
Primary Feeder HS #2	--	84.5%	11.4	9.19	2.62	72.5%
G Primary Feeder HS #3	--	84.5%	12.5	9.62	2.57	70.8%
Primary Feeder HS #4	--	89.0%	12.9	10.76	2.63	77.8%
Primary Feeder HS #5	--	79.6%	12.1	9.64	2.48	73.1%

¹ The proportion of students enrolled in one or more classes in the fall that return and re-enroll in at least one class the subsequent **spring**.

² The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the third semester (fall 2009) performance of UMHS 2008 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 3rd Semester		Fall 2009 Performance at FLC				
2008 Graduating Class	# enrolled at FLC in F08	F-to-F Pers. Rate ¹	Avg. Units Attmptd F09	Avg. Units Cmpltd F09	Avg. GPA F09	Success Rate ² F09
Union Mine High School	93	61.3%	11.4	9.20	2.77	75.2%
Primary Feeder HS #1	--	50.0%	11.3	7.67	2.44	62.7%
Primary Feeder HS #2	--	65.5%	10.9	9.32	2.86	81.5%
G Primary Feeder HS #3	--	69.1%	12.8	10.15	2.66	75.2%
Primary Feeder HS #4	--	79.7%	12.3	10.59	2.79	79.6%
Primary Feeder HS #5	--	67.3%	12.4	9.56	2.62	72.7%

¹ The proportion of students enrolled in one or more classes in the fall that return and re-enroll in at least one class the subsequent **fall**.

² The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the academic standing over three semesters of a cohort of UMHS 2008 graduates enrolled at FLC. For comparison purposes, an average of the 5 largest feeder high schools is also shown.

ACADEMIC STANDING During 1st 3 Sems							
F08 UMHS Cohort	Good Academic Standing	1st Sem Academic Probation ¹	2nd Sem Academic Probation ²	1st Sem Progress Probation ³	2nd Sem Progress Probation ⁴	Academic Dismissal ⁵	Progress Dismissal ⁶
At end of F08 (N = 89)	88.8%	11.2%					
At end of S09 (N = 72)	73.6%	16.7%	6.9%	2.8%			
At end of F09 (N = 54)	83.3%	1.9%	7.4%	3.7%		3.7%	

F08 Cohort - Average of 5 Largest Feeder High Schools

At end of F08	82.2%	16.0%		1.8%			
At end of S09	73.9%	14.2%	9.4%	2.1%	0.4%		
At end of F09	81.8%	5.1%	6.1%	0.9%	0.2%	5.4%	0.5%

¹ 1st semester student did not maintain at least a 2.0 GPA.

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² 2nd semester student did not maintain at least a 2.0 GPA.

³ 1st semester student dropped 50% or more of the units in which student originally enrolled.

⁴ 2nd semester student dropped 50% or more of the units in which student originally enrolled.

⁵ Student dismissed after a third semester of not maintaining at least a 2.0 GPA.

⁶ Student dismissed after a third semester of dropping 50% or more of the units in which student originally enrolled.

See FLC College Catalog for details concerning Academic Standing.

This report shows the placement results of Independent Learning Center (ILC) 2009 graduates that took FLC's assessment tests for placement into Fall 2009 writing, reading and math classes (enrolled in at least one Fall 2009 class as new, 1st-time-to-college students). For comparison purposes, similar course placement distributions are also shown for FLC's primary feeder high schools. See table at bottom of the page for basic information about each course. See FLC's College Catalog for full course descriptions.

Note that community colleges may only use assessment tests that are approved for this use by the Chancellor's Office (i.e., that appear on the Chancellor's Office's list of approved instruments). FLC currently uses the College Tests for English Placement (CTEP) and the UC/CSU Math Diagnostic Test Project (MDTP) for placing students into English, reading, and math classes.

Course Placement Distribution

		ILC		Primary FLC Feeder High Schools				
Writing		#	%	HS1	HS2	HS3	HS4	HS5
	ENGWR 300	2	40%	44%	44%	48%	48%	38%
BSkls	ENGWR 101	2	40%	41%	39%	38%	36%	45%
BSkls	ENGWR 51	1	20%	12%	15%	12%	14%	12%
BSkls	ENGWR 41	0	0%	3%	2%	2%	1%	4%
BSkls	ENGWR 39	0	0%	0%	0%	0%	0%	0%
Reading								
	Competency*	2	40%	34%	38%	42%	41%	42%
	ENGRD 310 (prev. 112)	3	60%	44%	42%	40%	43%	40%
BSkls	ENGRD 110 (prev. 16)	0	0%	21%	18%	15%	16%	15%
BSkls	ENGRD 16 (prev. 13)	0	0%	1%	2%	3%	0%	3%
	undetermined**	0	0%	0%	0%	0%	0%	0%
Mathematics								
	MATH 350/400	0	0%	0%	6%	4%	3%	1%
	MATH 370/350	0	0%	5%	2%	3%	4%	3%
	MATH 310/335	0	0%	8%	13%	11%	13%	7%
	MATH 112/120	0	0%	20%	21%	29%	17%	14%
BSkls	MATH 100	3	60%	29%	30%	24%	36%	38%
BSkls	MATH 30	1	20%	18%	19%	18%	18%	8%
BSkls	MATH 20	1	20%	11%	6%	7%	6%	21%
	undetermined**	0	0%	11%	3%	4%	4%	7%

* Meets degree requirement for reading competency (equivalent to passing ENGRD 310).

** Score too low to receive a course placement - recommended to take ESL or lower level Math test.

BSkls = basic skills course

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Course	Course Title	Units	Degr. Applic.	Xfer
ENGWR 300	College Composition (1A)	3	Y	Y
ENGWR 101	College Writing	4	Y	N
ENGWR 51	Developmental Writing	4	N	N
ENGWR 41	Writing Skills	4	N	N
ENGWR 39	Basic Writing Skill Development	2	N	N
ENGRD 310	Prose Analysis & Interpretation	3	Y	Y
ENGRD 110	Comprehension Strat. & Vocab. Devel	3	N	N
ENGRD 16	Basic Reading Skills	2	N	N

Course	Course Title	Units	Degr. Applic.	Xfer
MATH 400	Analytical Geo. & Calculus	5	Y	Y
MATH 370	Pre-Calculus Math	5	Y	Y
MATH 350	Calculus: Life & Soc. Sciences	3	Y	Y
MATH 335	Trigonometry w/ Coll. Alg.	5	Y	Y
MATH 310	Math Discovery	3	Y	Y
MATH 120	Inter. Algebra	5	Y	N
MATH 110	Elem. Geometry	5	Y	N
MATH 100	Elem. Algebra	5	Y	N
MATH 30	Pre-Algebra	5	N	N
MATH 20	Arithmetic	5	N	N

This report reflects the enrollment and performance of Independent Learning Center (ILC) graduates at FLC.

In the following table, row **A** shows, for each of four years of ILC graduates, the number that enrolled at FLC the subsequent fall semester. Row **B** expresses this number as a percent of each year's overall FLC headcount. Row **C** reflects the number of ILC students concurrently enrolled (Advanced Ed) each fall. Row **D** shows the number of FLC students whose records identify ILC as the high school of last attendance, irrespective of when they graduated.

ENROLLMENT (New HS Grads at FLC, exc. row D)		Fall 2006	Fall 2007	Fall 2008	Fall 2009
A	# of ILC HS grads enrolling in FLC's fall term	13	8	12	11
B	% of FLC's fall student headcount	0.2%	0.1%	0.1%	0.1%
C	# of Advanced Ed students from ILC	4	3	7	4
D	# of FLC students identifying ILC as the last high school they attended	51	49	52	63

The following table shows the proportion of ILC's 2008 graduating class that enrolled in FLC's fall 2008 semester. It also shows comparison rates for each of FLC's other primary feeder schools.

ILC 2008 Graduating Class	# Enrolled in FLC's Fall '08 semester	% of 2008 Graduating Class	% of 2008 Graduating Class - Comparison Statistics				
			El Dorado HS	Folsom HS	Oak Ridge HS	Ponderosa HS	Union Mine HS
76	12	15.8%	25.8%	32.1%	24.5%	36.8%	32.5%

Row **E** of the following table reflects the gender and ethnicity distribution of 2009 ILC graduates that enrolled in FLC's fall 2009 semester. Row **F** shows the same information for FLC's entire fall 2009 student body.

DEMOGRAPHICS (Fall 2009)			AfrAmr	AmrInd	Asn/Fil/PacIsl	Hisp/Latino	Wht	
	Female	Male						
E	ILC Grads at FLC (N=11)	72.7%	27.3%	9.1%	0.0%	0.0%	9.1%	81.8%
F	FLC Overall Student Body	60.2%	39.8%	2.6%	1.8%	10.3%	10.6%	74.6%

"unknowns" (decline to state) excluded from denominator of these calculations, i.e., "knowns" are assumed to represent "unknowns"

The following table shows the first semester (fall 2009) performance of ILC 2009 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 1st Semester		Fall 2009 Performance at FLC				
2009 Graduating Class	# enrolled at FLC in F09	Units Attempted	Units Completed	Average GPA	Success Rate ¹	
Independent Learning Center	11	8.9	5.6	2.34	53.1%	
G	Primary Feeder HS #1	--	11.3	8.0	2.40	62.7%
	Primary Feeder HS #2	--	12.1	10.2	2.68	77.4%
	Primary Feeder HS #3	--	12.1	9.8	2.64	74.3%
	Primary Feeder HS #4	--	11.6	9.5	2.63	75.5%
	Primary Feeder HS #5	--	10.6	8.2	2.55	68.6%

¹ The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the second semester (spring 2009) performance of ILC 2008 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 2nd Semester		Spring 2009 Performance at FLC				
2008 Graduating Class	# enrolled at FLC in F08	F-to-S Pers. Rate ¹	Avg. Units Attmptd S09	Avg. Units Cmpltd S09	Avg. GPA S09	Success Rate ² S09
Independent Learning Center	12	91.7%	10.1	8.41	2.36	75.0%
Primary Feeder HS #1	--	84.5%	11.4	9.19	2.62	72.5%
Primary Feeder HS #2	--	84.5%	12.5	9.62	2.57	70.8%
G Primary Feeder HS #3	--	89.0%	12.9	10.76	2.63	77.8%
Primary Feeder HS #4	--	79.6%	12.1	9.64	2.48	73.1%
Primary Feeder HS #5	--	81.7%	11.1	8.93	2.61	73.1%

¹ The proportion of students enrolled in one or more classes in the fall that return and re-enroll in at least one class the subsequent **spring**.

² The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the third semester (fall 2009) performance of ILC 2008 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 3rd Semester		Fall 2009 Performance at FLC				
2008 Graduating Class	# enrolled at FLC in F08	F-to-F Pers. Rate ¹	Avg. Units Attmptd F09	Avg. Units Cmpltd F09	Avg. GPA F09	Success Rate ² F09
Independent Learning Center	12	33.3%	***	***	***	***
Primary Feeder HS #1	--	65.5%	10.9	9.32	2.86	81.5%
Primary Feeder HS #2	--	69.1%	12.8	10.15	2.66	75.2%
G Primary Feeder HS #3	--	79.7%	12.3	10.59	2.79	79.6%
Primary Feeder HS #4	--	67.3%	12.4	9.56	2.62	72.7%
Primary Feeder HS #5	--	61.3%	11.4	9.20	2.77	75.2%

¹ The proportion of students enrolled in one or more classes in the fall that return and re-enroll in at least one class the subsequent **fall**.

² The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded. *** Cell size too small for reliable statistics

The following table shows the academic standing over three semesters of a cohort of ILC 2008 graduates enrolled at FLC. For comparison purposes, an average of the 5 largest feeder high schools is also shown.

ACADEMIC STANDING During 1st 3 Sems							
F08 ILC Cohort	Good Academic Standing	1st Sem Academic Probation ¹	2nd Sem Academic Probation ²	1st Sem Progress Probation ³	2nd Sem Progress Probation ⁴	Academic Dismissal ⁵	Progress Dismissal ⁶
At end of F08 (N = 12)	83.3%	16.7%					
At end of S09 (N = 11)	63.6%	18.2%	18.2%				
At end of F09 (N = 4)	75.0%		25.0%				

F08 Cohort - Average of 5 Largest Feeder High Schools

At end of F08	82.2%	16.0%		1.8%			
At end of S09	73.9%	14.2%	9.4%	2.1%	0.4%		
At end of F09	81.8%	5.1%	6.1%	0.9%	0.2%	5.4%	0.5%

¹ 1st semester student did not maintain at least a 2.0 GPA.

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² 2nd semester student did not maintain at least a 2.0 GPA.

³ 1st semester student dropped 50% or more of the units in which student originally enrolled.

⁴ 2nd semester student dropped 50% or more of the units in which student originally enrolled.

⁵ Student dismissed after a third semester of not maintaining at least a 2.0 GPA.

⁶ Student dismissed after a third semester of dropping 50% or more of the units in which student originally enrolled.

See FLC College Catalog for details concerning Academic Standing.

Folsom Lake College
 Feeder High School Assessment Course Placement Report
 Shenandoah High School

This report shows the placement results of Shenandoah High School 2009 graduates that took FLC's assessment tests for placement into Fall 2009 writing, reading and math classes (enrolled in at least one Fall 2009 class as new, 1st-time-to-college students). For comparison purposes, similar course placement distributions are also shown for FLC's primary feeder high schools. See table at bottom of the page for basic information about each course. See FLC's College Catalog for full course descriptions.

Note that community colleges may only use assessment tests that are approved for this use by the Chancellor's Office (i.e., that appear on the Chancellor's Office's list of approved instruments). FLC currently uses the College Tests for English Placement (CTEP) and the UC/CSU Math Diagnostic Test Project (MDTP) for placing students into English, reading, and math classes.

Course Placement Distribution

		Shenandoah HS		Primary FLC Feeder High Schools				
Writing		#	%	HS1	HS2	HS3	HS4	HS5
	ENGWR 300	6	86%	44%	44%	48%	48%	38%
BSkls	ENGWR 101	0	0%	41%	39%	38%	36%	45%
BSkls	ENGWR 51	0	0%	12%	15%	12%	14%	12%
BSkls	ENGWR 41	1	14%	3%	2%	2%	1%	4%
BSkls	ENGWR 39	0	0%	0%	0%	0%	0%	0%
Reading								
	Competency*	5	71%	34%	38%	42%	41%	42%
	ENGRD 310 (prev. 112)	1	14%	44%	42%	40%	43%	40%
BSkls	ENGRD 110 (prev. 16)	1	14%	21%	18%	15%	16%	15%
BSkls	ENGRD 16 (prev. 13)	0	0%	1%	2%	3%	0%	3%
	undetermined**	0	0%	0%	0%	0%	0%	0%
Mathematics								
	MATH 350/400	0	0%	0%	6%	4%	3%	1%
	MATH 370/350	0	0%	5%	2%	3%	4%	3%
	MATH 310/335	0	0%	8%	13%	11%	13%	7%
	MATH 112/120	1	17%	20%	21%	29%	17%	14%
BSkls	MATH 100	3	50%	29%	30%	24%	36%	38%
BSkls	MATH 30	1	17%	18%	19%	18%	18%	8%
BSkls	MATH 20	1	17%	11%	6%	7%	6%	21%
	undetermined**	0	0%	11%	3%	4%	4%	7%

* Meets degree requirement for reading competency (equivalent to passing ENGRD 310).

** Score too low to receive a course placement - recommended to take ESL or lower level Math test.

BSkls = basic skills course

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Course	Course Title	Units	Degr. Applic.	Xfer
ENGWR 300	College Composition (1A)	3	Y	Y
ENGWR 101	College Writing	4	Y	N
ENGWR 51	Developmental Writing	4	N	N
ENGWR 41	Writing Skills	4	N	N
ENGWR 39	Basic Writing Skill Development	2	N	N
ENGRD 310	Prose Analysis & Interpretation	3	Y	Y
ENGRD 110	Comprehension Strat. & Vocab. Devel	3	N	N
ENGRD 16	Basic Reading Skills	2	N	N

Course	Course Title	Units	Degr. Applic.	Xfer
MATH 400	Analytical Geo. & Calculus	5	Y	Y
MATH 370	Pre-Calculus Math	5	Y	Y
MATH 350	Calculus: Life & Soc. Sciences	3	Y	Y
MATH 335	Trigonometry w/ Coll. Alg.	5	Y	Y
MATH 310	Math Discovery	3	Y	Y
MATH 120	Inter. Algebra	5	Y	N
MATH 110	Elem. Geometry	5	Y	N
MATH 100	Elem. Algebra	5	Y	N
MATH 30	Pre-Algebra	5	N	N
MATH 20	Arithmetic	5	N	N

This report reflects the enrollment and performance of Shenandoah High School (SHS) graduates at FLC.

In the following table, row **A** shows, for each of four years of SHS graduates, the number that enrolled at FLC the subsequent fall semester. Row **B** expresses this number as a percent of each year's overall FLC headcount. Row **C** reflects the number of SHS students concurrently enrolled (Advanced Ed) each fall. Row **D** shows the number of FLC students whose records identify SHS as the high school of last attendance, irrespective of when they graduated.

ENROLLMENT (New HS Grads at FLC, exc. row D)		Fall 2006	Fall 2007	Fall 2008	Fall 2009
A	# of Shenandoah HS grads enrolling in FLC's fall term	12	17	8	9
B	% of FLC's fall student headcount	0.2%	0.2%	0.1%	0.1%
C	# of Advanced Ed students from SHS	23	16	12	10
D	# of FLC students identifying SHS as the last high school they attended	14	29	29	46

The following table shows the proportion of SHS's 2008 graduating class that enrolled in FLC's fall 2008 semester. It also shows comparison rates for each of FLC's other primary feeder schools.

SHS 2008 Graduating Class	# Enrolled in FLC's Fall '08 semester	% of 2008 Graduating Class	% of 2008 Graduating Class - Comparison Statistics				
			El Dorado HS	Folsom HS	Oak Ridge HS	Ponderosa HS	Union Mine HS
22	8	36.4%	25.8%	32.1%	24.5%	36.8%	32.5%

Row **E** of the following table reflects the gender and ethnicity distribution of 2009 SHS graduates that enrolled in FLC's fall 2009 semester. Row **F** shows the same information for FLC's entire fall 2009 student body.

DEMOGRAPHICS (Fall 2009)			AfrAmr	AmrInd	Asn/Fil/PacIsl	Hisp/Latino	Wht	
	Female	Male						
E	SHS Grads at FLC (N=9)	44.4%	55.6%	0.0%	12.5%	12.5%	12.5%	62.5%
F	FLC Overall Student Body	60.2%	39.8%	2.6%	1.8%	10.3%	10.6%	74.6%

"unknowns" (decline to state) excluded from denominator of these calculations, i.e., "knowns" are assumed to represent "unknowns"

The following table shows the first semester (fall 2009) performance of SHS 2009 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 1st Semester		Fall 2009 Performance at FLC			
2009 Graduating Class	# enrolled at FLC in F09	Units Attempted	Units Completed	Average GPA	Success Rate ¹
Shenandoah High School	9	9.0	7.0	2.64	71.4%
Primary Feeder HS #1	--	11.3	8.0	2.40	62.7%
Primary Feeder HS #2	--	12.1	10.2	2.68	77.4%
G Primary Feeder HS #3	--	12.1	9.8	2.64	74.3%
Primary Feeder HS #4	--	11.6	9.5	2.63	75.5%
Primary Feeder HS #5	--	10.6	8.2	2.55	68.6%

¹ The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the second semester (spring 2009) performance of SHS 2008 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 2nd Semester		Spring 2009 Performance at FLC				
2008 Graduating Class	# enrolled at FLC in F07	F-to-S Pers. Rate ¹	Avg. Units Attmptd S09	Avg. Units Cmpltd S09	Avg. GPA S09	Success Rate ² S09
Shenandoah High School	8	100.0%	10.0	6.13	2.23	55.6%
Primary Feeder HS #1	--	84.5%	11.4	9.19	2.62	72.5%
Primary Feeder HS #2	--	84.5%	12.5	9.62	2.57	70.8%
G Primary Feeder HS #3	--	89.0%	12.9	10.76	2.63	77.8%
Primary Feeder HS #4	--	79.6%	12.1	9.64	2.48	73.1%
Primary Feeder HS #5	--	81.7%	11.1	8.93	2.61	73.1%

¹ The proportion of students enrolled in one or more classes in the fall that return and re-enroll in at least one class the subsequent **spring**.

² The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the third semester (fall 2009) performance of SHS 2008 graduates enrolled at FLC. For comparison purposes, row **G** shows performance statistics for other high school graduates enrolled at FLC.

PERFORMANCE During 3rd Semester		Fall 2009 Performance at FLC				
2008 Graduating Class	# enrolled at FLC in F08	F-to-F Pers. Rate ¹	Avg. Units Attmptd F09	Avg. Units Cmpltd F09	Avg. GPA F09	Success Rate ² F09
Shenandoah High School	8	62.5%	11.4	10.00	2.54	84.2%
Primary Feeder HS #1	--	65.5%	10.9	9.32	2.86	81.5%
Primary Feeder HS #2	--	69.1%	12.8	10.15	2.66	75.2%
G Primary Feeder HS #3	--	79.7%	12.3	10.59	2.79	79.6%
Primary Feeder HS #4	--	67.3%	12.4	9.56	2.62	72.7%
Primary Feeder HS #5	--	61.3%	11.4	9.20	2.77	75.2%

¹ The proportion of students enrolled in one or more classes in the fall that return and re-enroll in at least one class the subsequent **fall**.

² The number of A,B,C,Cr grades expressed as a percentage of the total number of grades awarded.

The following table shows the academic standing over three semesters of a cohort of SHS 2008 graduates enrolled at FLC. For comparison purposes, an average of the 5 largest feeder high schools is also shown.

ACADEMIC STANDING During 1st 3 Sems							
F08 SHS Cohort	Good Academic Standing	1st Sem Academic Probation ¹	2nd Sem Academic Probation ²	1st Sem Progress Probation ³	2nd Sem Progress Probation ⁴	Academic Dismissal ⁵	Progress Dismissal ⁶
At end of F08 (N = 6)	66.7%	16.7%				16.7%	
At end of S09 (N = 6)	50.0%	16.7%	16.7%			16.7%	
At end of F09 (N = 3)	66.7%	33.3%					

F08 Cohort - Average of 5 Largest Feeder High Schools

At end of F08	82.2%	16.0%		1.8%			
At end of S09	73.9%	14.2%	9.4%	2.1%	0.4%		
At end of F09	81.8%	5.1%	6.1%	0.9%	0.2%	5.4%	0.5%

¹ 1st semester student did not maintain at least a 2.0 GPA.

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² 2nd semester student did not maintain at least a 2.0 GPA.

³ 1st semester student dropped 50% or more of the units in which student originally enrolled.

⁴ 2nd semester student dropped 50% or more of the units in which student originally enrolled.

⁵ Student dismissed after a third semester of not maintaining at least a 2.0 GPA.

⁶ Student dismissed after a third semester of dropping 50% or more of the units in which student originally enrolled.

See FLC College Catalog for details concerning Academic Standing.