

Summary of Performance Data

- API
 - Overall student performance exceeded state growth targets five of the last six years.
 - Growth of Hispanic, white, Asian, and socioeconomically disadvantaged subgroups exceeded state growth targets. Significant subgroups (those with more than 100 students tested) are Asian, Hispanic, White, Economically Disadvantaged, English Learners, and Students with Disabilities.
 - English Learners failed to meet API growth target and, in fact, lost 51 points in 2008.
 - English Learner performance has shown a net negative growth over the last three years.
 - Students with disabilities performance has shown minimal growth.
- AYP
 - In 2007-2008, Warren met 20 of 22 AMO targets (missing the EL proficiency levels in math and ELA).
 - Warren has exceed schoolwide AMO's in ELA and math in each of the last three years (with the exception of EL students this year).
 - The percentage of EL students scoring proficient or above failed to meet required target.
- ELA CST
 - There is an achievement gap between ethnic groups with only a third of Hispanic students scoring proficient or above.
 - Only a third of socioeconomically disadvantaged students score proficient or above.
 - Small numbers of EL and students with special needs score proficient or above (11% and 7%, respectively).
- Math CST's
 - Of the 9th grade students coming to Warren, 59% have not mastered algebra; and of that, only 7% score proficient or above.
 - By the 11th grade year, 17% of students still have not mastered algebra.
 - Students who enter Warren without algebra skills are less successful at mastering geometry or Algebra II.
- Science CST's
 - Over half of biology students are mastering the material.
 - Less than ¼ of 9th and 10th graders are successfully mastering earth science.
- Social Science CST
 - One-third of students master world history standards.
 - A greater percentage of U.S. history students are demonstrating mastery than world history students.
- CAHSEE

- Schoolwide CAHSEE passage rates for ELA and math are 78%.
- There is a discrepancy between achievement levels of ethnic groups.
- Asians and whites score higher on both ELA and math exams than Hispanics and African-Americans.
- There is a similar gender gap in the ELA scores with females out-performing males.
- CAHSEE passage rates for EL students were 37% on the ELA and 38% on the math.
- Asians out-perform all other ethnic groups on all measures. Whites are about 20-30% behind Asians, and Hispanic performance lags about 30-40% behind Asians CST's and CAHSEE.
- EL students
 - Number of EL students has declined.
 - Number and percent of students redesignated as FEP are declining.
 - Of the 398 students identified as EL, 113 (or 28%) are also identified as special education.
- Approximately 20% of 9th grade students are being reclassified each year, and the consistent difficulty areas are math and science.
- Warren has an attendance rate of 96% and a truancy rate of 6.68%.
- Approximately 60% of students (and perhaps as high as 95%) attend college.
- Less than 1/3 of students have fully met the “a-g” requirements for UC/CSU admission by graduation.

What Are the Implications of the Data with Respect to Student Performance?

- General improvement is being made by students in moving from one level to the next level higher.
- Preparation and strategies relative to CAHSEE math and ELA are successfully meeting the needs of the majority of students.
- Intervention strategies are successfully assisting those who fail the CAHSEE to pass by graduation.
- Students are struggling with mastering algebra and need more support to achieve mastery.
- EL students need more support to achieve mastery in all areas.
- The achievement gaps between sub-groups (e.g. Asian, white, and Hispanic) needs to be tracked and addressed.
- Programs have been successful in raising intent to attend college, but more needs to be done to assist students in meeting academic admission requirements and passing college placement exams.

Select Two or Three Critical Academic Needs Based on the Data, Noting the Correlated Expected Schoolwide Learning Results

1. Improved strategies to meet the needs of English Learners
 - WESLR 1 – Academically enriched individuals
 - WESLR 3C – Have positive self-esteem . . .
2. Better meet the needs of 9th graders with respect to algebra performance and numbers of students who are retained
 - WESLR 1 – Academically enriched individuals
 - WESLR 3B – Set and achieve realistic personal goals, incorporating short and long term planning . . .

List Important Questions That Have Been Raised by the Analysis of the Student Performance, Demographic, and Perception Data

- Why are EL scores on the API declining?
- What are the criteria used to generate the scores on the various State measures of progress, and who are the students in the identified groups? What are the criteria for proficiency, and how does it change from year to year? Who are our EL students as identified on the various measures?
- Has the nature of the EL student changed as the percentage of the school population has declined?
- What are the implications of increasing numbers of students from socioeconomically disadvantaged families?
- How do we overcome the difficulties students experience as they move from middle school to high school?
- How do we increase the performance and success of special education students?
- What are the implications of African-American students becoming a significant subgroup? What needs to be done to increase the success rate of this ethnic group?
- How do we move more students, in all subgroups, from their current performance level to the next higher level? (From far below basic to below basic, below basic to basic, etc.)
- How do we raise the level of post-secondary preparation of our students?