

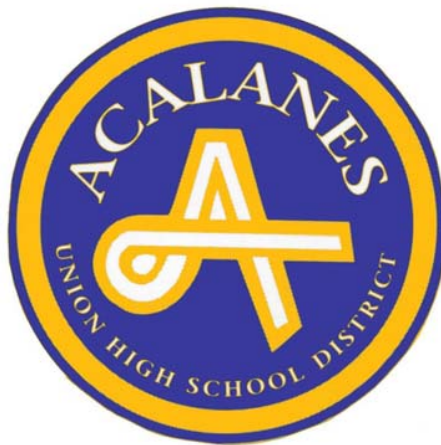
**ACALANES UNION
HIGH SCHOOL DISTRICT
2015 ASSESSMENT REPORT**

Acalanes

Campolindo

Las Lomas

Miramonte



2015 ASSESSMENT REPORT

Section 1

- California Assessment of Student Performance and Progress
- California Standards Test – Life Science
- Alternative Assessments

Section 2

- Districtwide Common Assessments

Section 3

- California High School Exit Exam

Section 4

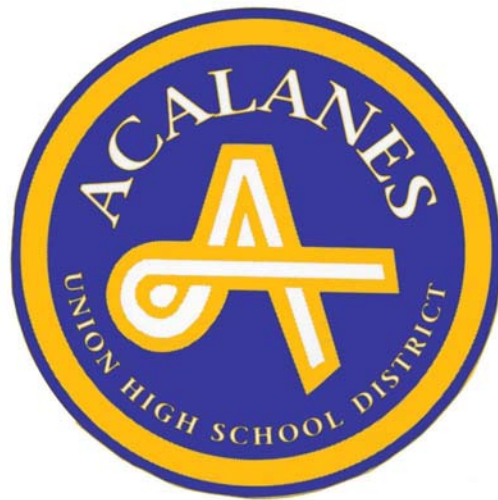
- Achievement Grades

Acalanes

Campolindo

Las Lomas

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**California Assessment of Student
Progress and Performance
CAASPP**

2015

Acalanes

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California Assessment of Student Performance and Progress

AUHSD students in grade eleven and ten were the first group of California students who participated in the 2014-2015 CAASPP System of state assessments.

2014-2015 CAASPP System included the following required assessments and tools:

- Smarter Balanced Assessments
 - Summative Assessment for grade 11 for English language arts/literacy (ELA) and mathematics.
 - Interim Assessments for grade 11 for English language arts/literacy (ELA) and mathematics.
 - Digital Library consisting of tools and practices designed to help teachers transition to the new assessments and academic standards.
- Alternate Assessments
 - Field test of an alternate assessment replaced the California Alternate Performance Assessment (CAPA) for ELA and mathematics.
 - CAPA for science in grade 10 was administered as in prior years
- Science Assessments
 - Life Science exam in grade 10 - California Standards Test (CST) and California Modified Assessment (CMA) and CAPA
- Standards-based Tests in Spanish (STS)
 - Optional reading/language arts assessments for grade 11 students.

Smarter Balanced Assessments were delivered by computer and consisted of a Computer-Adaptive Selected Response Test and a Performance Task. These assessments were aligned to the California Common Core Standards in ELA and mathematics.

Science assessments were paper and pencil tests and were aligned to the 1998 California science standards.

The Digital Library was available, but infrequently used by the AUHSD teachers and administrators.

AUHSD 2014-2015 CAASPP Assessments			
Test	Content	Participants	Number of AUHSD students With Scores
Smarter Balanced Assessment - Summative	English Language Arts/Literacy Mathematics	All 11 th grade students Exception: <ul style="list-style-type: none"> • Eligible students participating in alternate assessments • ELA only – EL students who were in their first 12 months of attending school in US 	ELA – 1010 (78%) Math – 975 (75%)
Smarter Balanced Assessment - Interim	English Language Arts/Literacy Mathematics	All 11 th grade students	NA Interim assessments were used to practice the SBA interface. Assessments were not graded.
Alternate Assessment	English Language Arts/Literacy Mathematics	11 th grade students with significant cognitive disabilities who are unable to take Smarter Balanced assessments. Students previously took CAPA.	NA Alternate Assessment was not scored. Most AUHSD eligible students participated in the Alternate Assessment Field Test.
CST	Science (Life Science)	All 10 th grade students	1273 (94.2%)
CMA	Science (Life Science)	10 th grade students whose IEP indicates assessment with CMA.	14 (1.0%)
CAPA	Science (Life Science)	10 th grade students whose IEP indicates assessment with CAPA.	3
STS - Optional	Reading/Language Arts	Spanish- speaking English Learners	0

Understanding the California Assessments of Student Progress and Performance Scores and Reports

CAASPP assessments measure standards for ELA and mathematics that are fundamentally different from the old assessments and standards, therefore the performance on the CAASPP and STAR should not be compared.

2014-2015 CAASPP scores will be used as a starting point or a baseline to the future progress.

Student Score Reports

Student Score Reports for CAASPP will be mailed home.

Student will receive an overall score for each subject, ranging from 2,000 to 3,000, within one of four levels of academic achievement:

- Standard exceeded
- Standard met
- Standard nearly met
- Standard not met

Student Score Reports will include performance in key areas for both ELA and mathematics. The areas are listed in the table below.

English Language Arts/Literacy	Mathematics
<ul style="list-style-type: none"> • Reading • Writing • Listening • Research/Inquiry 	<ul style="list-style-type: none"> • Concepts and Procedure • Problem Solving and Modeling/Data • Communicating Reasoning

Following is a sample CAASPP Student Score Report for a student in grade eleven.

Reporting Achievement Level Descriptors for Grade 11

English Language Arts/Literacy			
Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after completing high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.

ELA Areas (Claims)

Reading – Demonstrating understanding of literary and non-fictional texts

Writing – Producing clear and purposeful writing

Speaking and Listening – Demonstrating effective communication skills

Research/Inquiry – Investigating, analyzing and presenting information

Smarter Balances Scale Score Ranges – English Language Arts/Literacy						
Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level SS Range for Standard Not Met	Achievement Level SS Range for Standard Nearly Met	Achievement Level SS Range for Standard Met	Achievement Level SS Range for Standard Exceeded
11	2299	2795	2299-2492	2493-2582	2583-2681	2682-2795

Mathematics			
Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

Math Areas (Claims)

Concepts and Procedures – Applying mathematical concepts and procedures

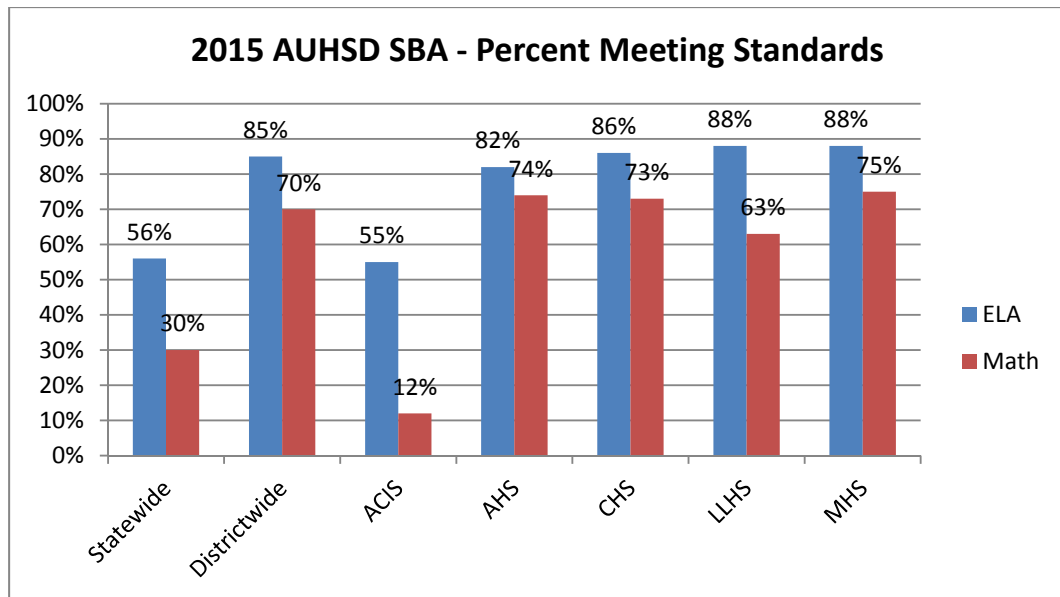
Problem Solving/Modeling and Data Analysis – Using appropriate tools and strategies to solve real world and mathematical problems

Communicating Reasoning – Demonstrating ability to support mathematical conclusions.

Smarter Balances Scale Score Ranges – Math						
Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level SS Range for Standard Not Met	Achievement Level SS Range for Standard Nearly Met	Achievement Level SS Range for Standard Met	Achievement Level SS Range for Standard Exceeded
11	2280	2862	2280-2542	2543-2627	2628-2717	2718-2862

2015 Smarter Balanced Assessment Results – Met Achievement Standards

Students Meeting or Exceeding Achievement Standards (Grade 11)		
	English Language Arts/Literacy	Mathematics
State of California		
Students with Scores	418802	418179
% of Students Meeting Achievement Standards	56%	30%
All District Students		
Students with Scores	1010	975
% of Students Meeting Achievement Standards	85%	70%
Acalanes Center for Independent Study		
Students with Scores	20	17
% of Students Meeting Achievement Standards	55%	12%
Acalanes High School		
Students with Scores	288	287
% of Students Meeting Achievement Standards	82%	74%
Campolindo High School		
Students with Scores	176	157
% of Students Meeting Achievement Standards	86%	73%
Las Lomas High School		
Students with Scores	282	286
% of Students Meeting Achievement Standards	88%	63%
Miramonte High School		
Students with Scores	244	228
% of Students Meeting Achievement Standards	88%	75%

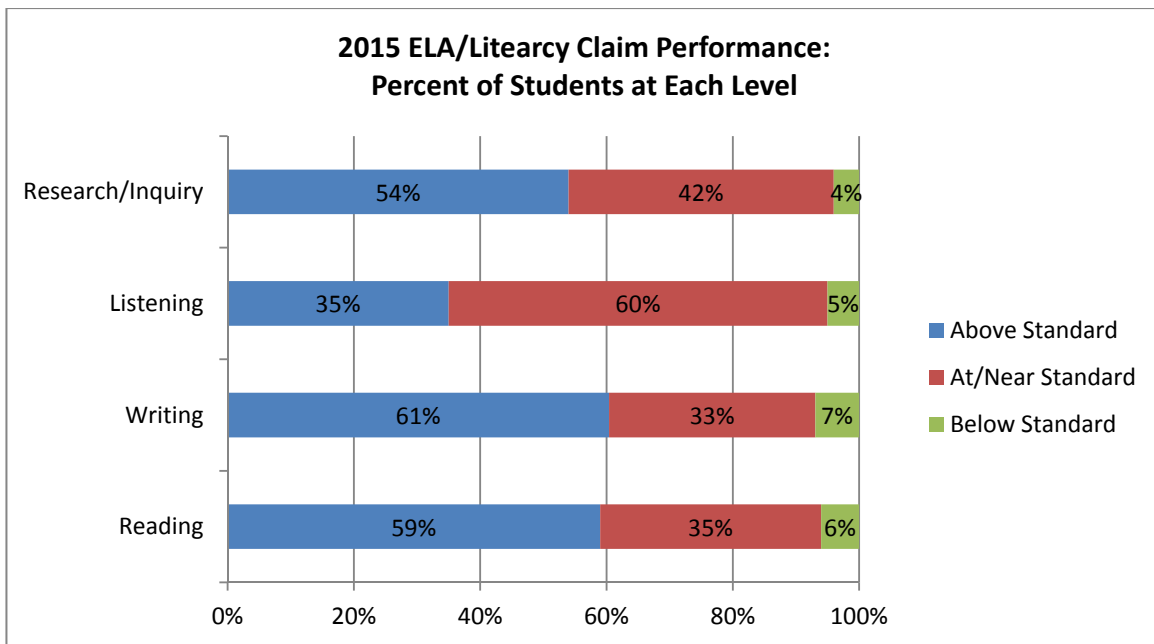
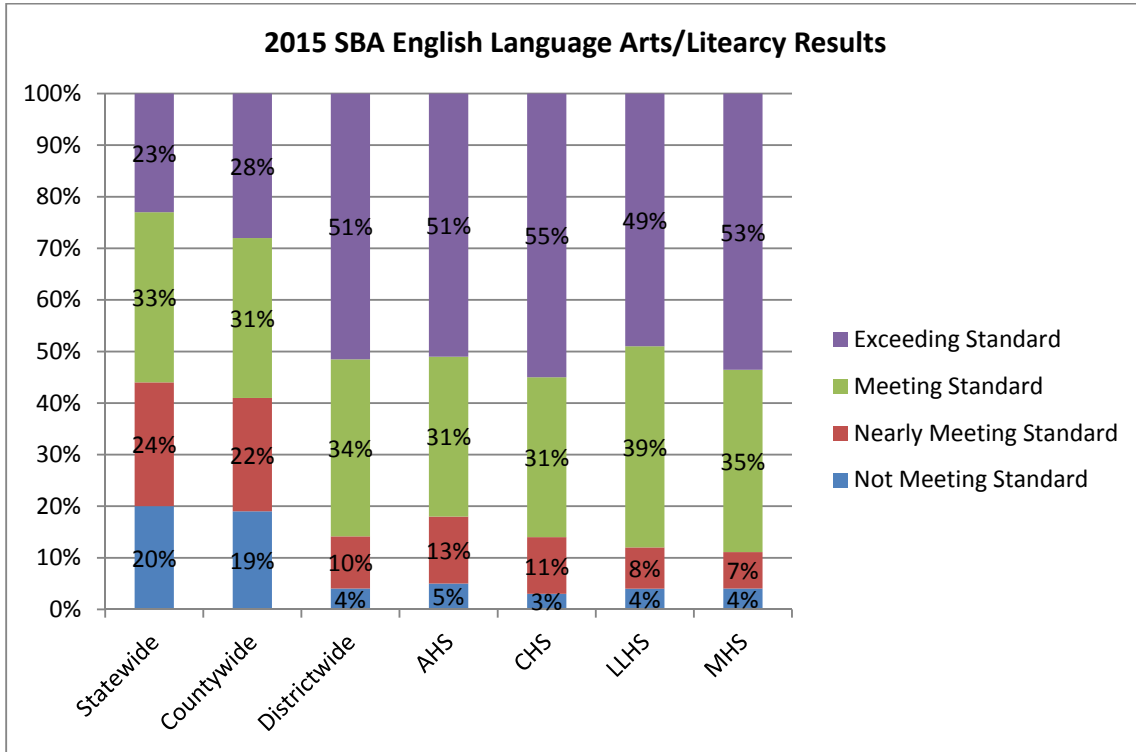


2015 Smarter Balanced Assessment AUHSD Results

English Language Arts/Literacy

	Site	2014-2015
Mean Scale Score	State	2591.9
	County	2601
	AUHSD District	2671.4
	Acalanes	2666.5
	Campolindo	2676
	Las Lomas	2669.5
	Miramonte	2682.1
% Exceeding the Standard	State	23%
	County	28%
	AUHSD District	51%
	Acalanes	51%
	Campolindo	55%
	Las Lomas	49%
	Miramonte	53%
% Meeting the Standard	State	33%
	County	31%
	AUHSD District	34%
	Acalanes	31%
	Campolindo	31%
	Las Lomas	39%
	Miramonte	35%
% Nearly Meeting the Standard	State	24%
	County	22%
	AUHSD District	10%
	Acalanes	13%
	Campolindo	11%
	Las Lomas	8%
	Miramonte	7%
% Not Meeting the Standard	State	20%
	County	19%
	AUHSD District	4%
	Acalanes	5%
	Campolindo	3%
	Las Lomas	4%
	Miramonte	4%

English Language Arts/Literacy Achievement Level and Area (Claim) Performance

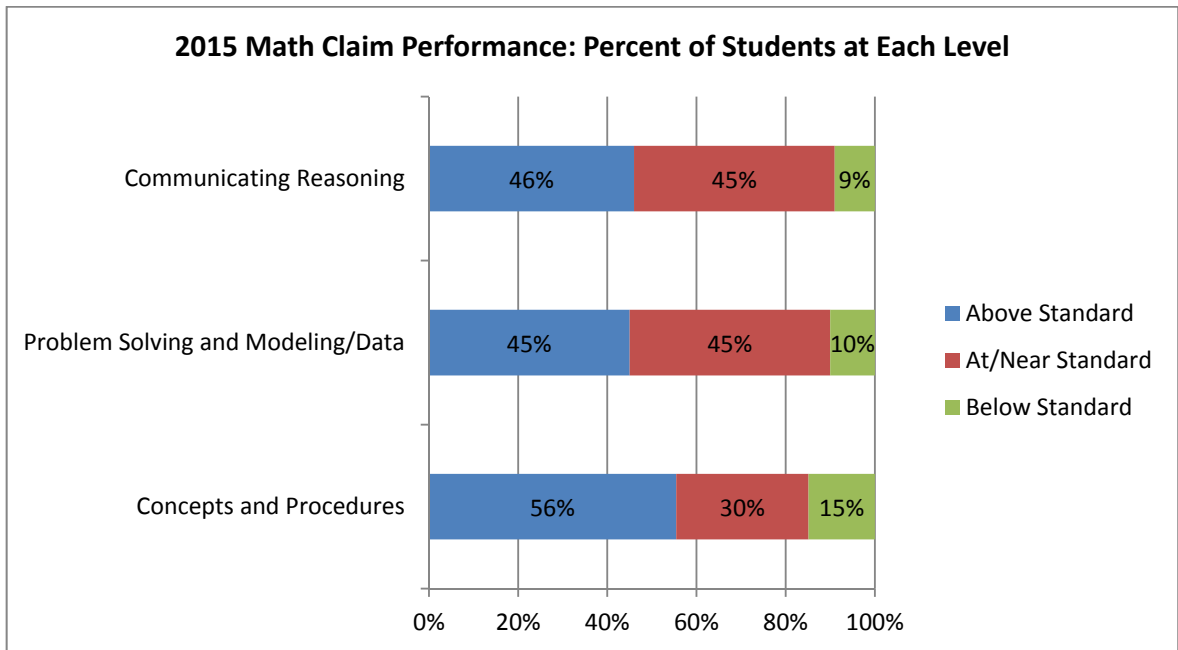
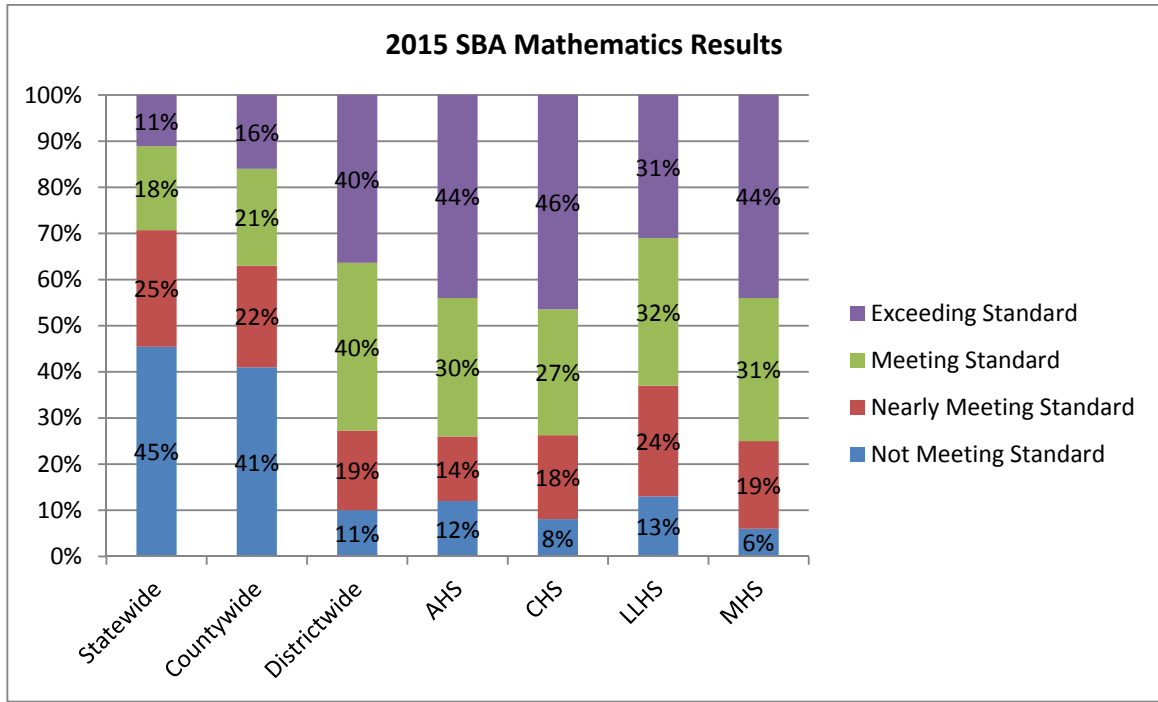


2015 Smarter Balanced Assessment – 11th Grade

Mathematics

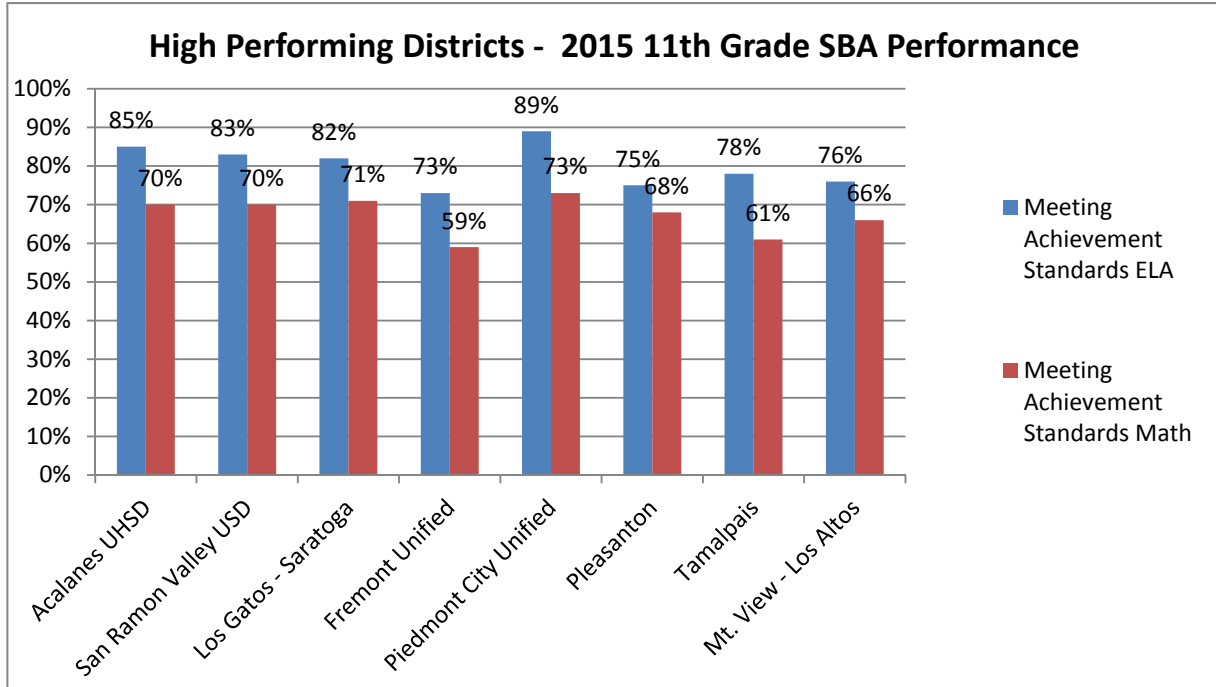
	Site	2014-2015
Mean Scale Score	State	2560.3
	County	2576.3
	AUHSD District	2678.5
	Acalanes	2683.4
	Campolindo	2696.8
	Las Lomas	2657.5
	Miramonte	2697.8
% Exceeding the Standard	State	11%
	County	16%
	AUHSD District	40%
	Acalanes	44%
	Campolindo	46%
	Las Lomas	31%
	Miramonte	44%
% Meeting the Standard	State	18%
	County	21%
	AUHSD District	30%
	Acalanes	30%
	Campolindo	27%
	Las Lomas	32%
	Miramonte	31%
% Nearly Meeting the Standard	State	25%
	County	22%
	AUHSD District	19%
	Acalanes	14%
	Campolindo	18%
	Las Lomas	24%
	Miramonte	19%
% Not Meeting the Standard	State	45%
	County	41%
	AUHSD District	11%
	Acalanes	12%
	Campolindo	8%
	Las Lomas	13%
	Miramonte	6%

Mathematics Achievement Level and Area (Claim) Performance



Smarter Balanced Assessment

Performance Comparison with High-Performing Districts



Sample Bay Area High School 2015 SBA Achievement Comparisons

English Language Arts/Literacy – Standard Met		Mathematics – Standard Met	
Saratoga	96%	Saratoga	91%
Piedmont	94%	Mission San Jose	89%
Amador Valley	92%	Lowell	85%
Dougherty Valley	92%	Piedmont	82%
Lowell	92%	Dougherty Valley	82%
Mission San Jose	92%	Gunn	82%
Las Lomas	88%	Amador Valley	78%
Miramonte	88%	Palo Alto	78%
California	87%	Miramonte	75%
Burlingame	86%	Acalanes	74%
Campolindo	86%	Campolindo	73%
Northgate	83%	California	70%
Acalanes	82%	San Ramon Valley	66%
Palo Alto	82%	Burlingame	64%
Foothill	80%	Leigh	64%
Heritage	79%	Monte Vista	64%
Leigh	79%	Las Lomas	63%
Monte Vista	79%	Northgate	61%
Clayton Valley Charter	78%	Foothill	60%
Gunn	78%	College Park	58%
Granada	77%	Los Gatos	57%
Milpitas	75%	Milpitas	52%
Los Gatos	73%	Granada	51%
San Ramon Valley	72%	Livermore	49%
Livermore	67%	Alhambra	46%
College Park	65%	Heritage	45%
Liberty	65%	Clayton Valley Charter	39%
Alhambra	64%	Liberty	32%

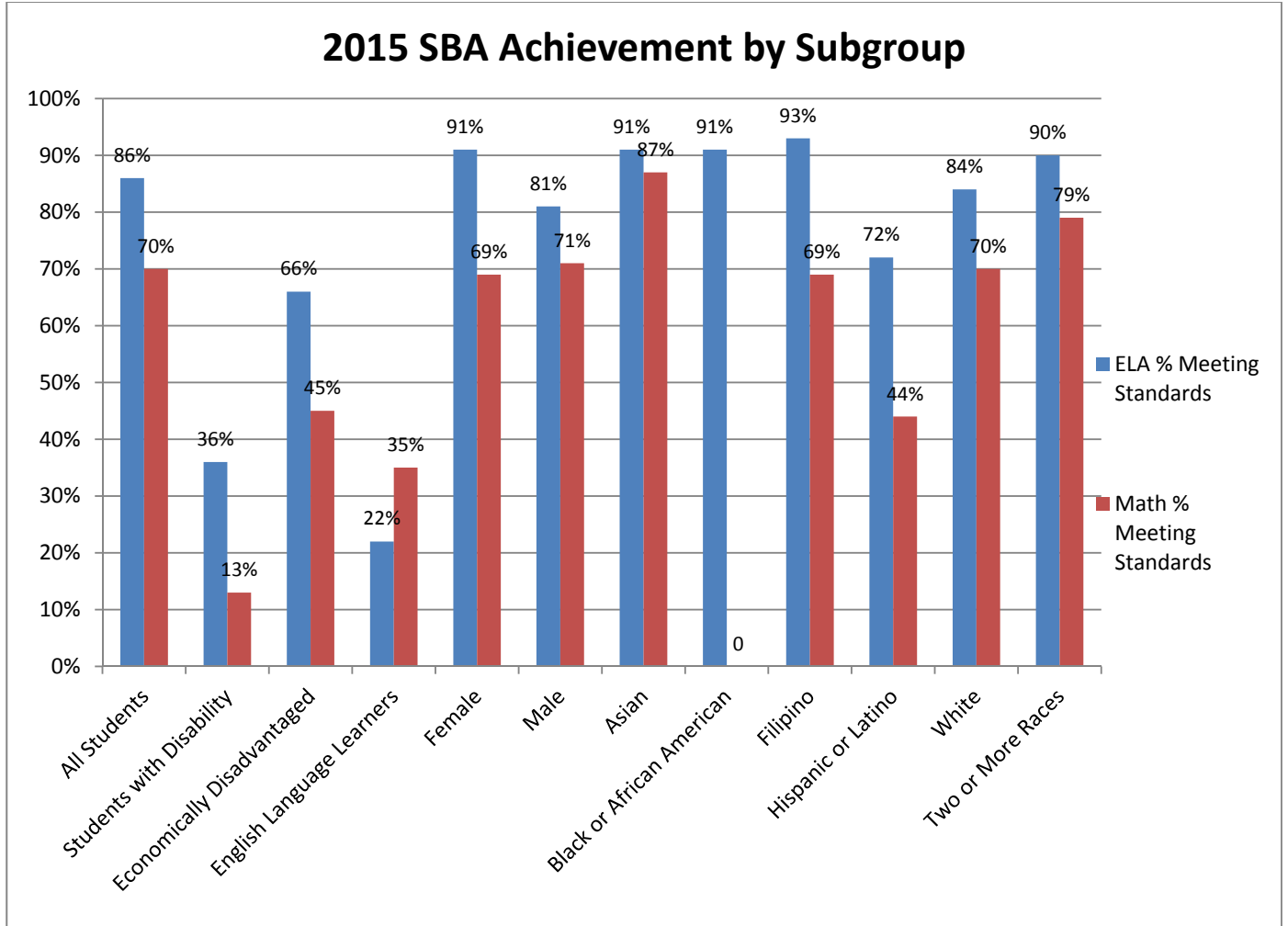
2015 Smarter Balanced Assessment

Achievement by Subgroup

Subgroup	English Language Arts/Literacy			Mathematics		
	# of Students Tested	% of Students Tested	% Meeting Standard	# of Students Tested	% of Students Tested	% Meeting Standard
All Students	1010	94.3%	86%	975	91%	70%
Students with Disability	69	6.4%	36%	69	6.4%	13%
Economically Disadvantaged	47	4.4%	66%	47	4.4%	45%
English Learners	18	1.7%	22%	20	1.9%	35%
Female	454	42.4%	91%	436	40.7%	69%
Male	556	51.9%	81%	539	50.3%	71%
American Indian or Alaska Native	1	0.1%	NA	1	0.1%	NA
Asian	119	11.1%	91%	113	10.6%	87%
Black or African American	11	1.0%	91%	10	0.9%	NA
Filipino	46	4.3%	93%	46	4.3%	69%
Hispanic or Latino	78	7.3%	42%	80	7.5%	44%
Native Hawaiian or Pacifica Islander	3	0.3%	NA	3	0.3%	NA
White	668	62.4%	84%	645	60.2%	70%
Two or More Races	84	7.8%	90%	77	7.2%	79%

*% of Students Tested – calculation provided by the CDE, % does not include students who “Opted Out”

*% Meeting Standard – number includes students who Exceeded or Met the Standard



Using Assessments to Help Students Learn

LOCAL ID #: 12348
 STUDENT #: 5555555555 DATE OF BIRTH: 02/01/1986
 GRADE: 11 TEST DATE: SPRING 2014

Dear Parent/Guardian of Emily Smith:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests for English language arts/literacy and mathematics. These new, online assessments have replaced former tests in these subject areas to provide better information and help students learn.

FOR THE PARENT/GUARDIAN OF:
Emily Smith
 1234 W Zoom Road 5th Building
 Alum Rock Union Elementary School District
 Lancaster, CA 95112-9282

New assessments are part of California's comprehensive plan for supporting high-quality teaching and learning. That plan includes more challenging academic standards for English language arts/literacy and mathematics designed to foster college and career readiness. This report shows Emily's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) Program tests in these subject areas. Because this is the first year that all California students in grades 3-8 and 11 are taking these new tests, Emily's overall scores may be viewed as a basis from which to compare the performance in future years.

SCHOOL: Valley Academy of Arts and Sciences High School
 LEA: Hamilton Unified

For a complete picture of your child's progress, I encourage you to discuss these results with Emily's teacher(s).

Sincerely,

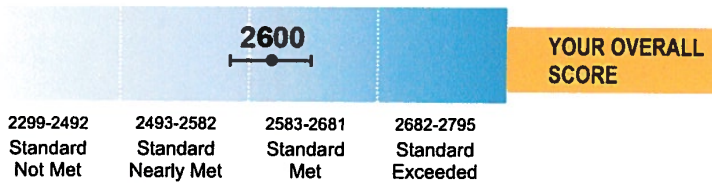
Tom Torlakson
 Tom Torlakson,
 State Superintendent of Public Instruction



Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2600**

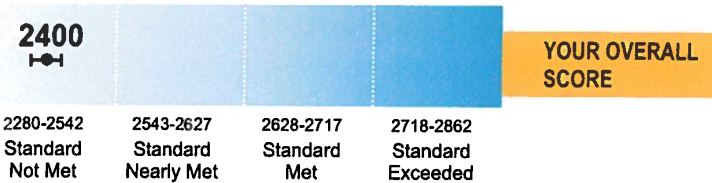


Emily met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in entry-level credit-bearing college coursework after high school.

Emily's performance on the four areas that comprise this overall score can be seen on the back of this report.

MATHEMATICS

Emily's overall score is: **2400**



Emily did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in entry-level credit-bearing college coursework after high school.

Emily's performance on the three areas that comprise this overall score can be seen on the back of this report.

 The bar around a score indicates the extent to which the score might have been different had the test been taken again.

More information about Emily's scores can be found on the back of this report.

To learn more about these tests, visit the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>. Find complete results for schools, local education agencies (LEAs), and statewide at <http://www.cde.ca.gov/ta/tg/ca/> and your School Accountability Report Card (SARC) on the CDE SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/> or ask for a copy of the SARC at your child's school.

Your Guide to Emily's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are **one** measure of Emily's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they may be used to help guide a conversation with Emily's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

Emily's Results on California's Assessments

The following chart provides a further breakdown of Emily's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2600**

AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	At or Near Standard
Writing <i>Producing clear and purposeful writing</i>	At or Near Standard
Listening <i>Demonstrating effective communication skills</i>	Above Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	Above Standard

MATHEMATICS

Emily's overall score is: **2400**

AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Below Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard

Grade 11 – Early Assessment Program Status

The California State University (CSU) and participating California Community Colleges (CCCs) will use the English language arts/literacy and mathematics assessments of the CAASPP System to determine Emily's 2015 EAP status, which will provide an indicator of Emily's predicted readiness to take college-level English and mathematics courses when Emily begins college.

The CAASPP overall score for English language arts/literacy and mathematics on the front of this report may be used to provide an early indicator of Emily's readiness for college-level coursework, as described below.

Standard Exceeded: Ready for English and/or mathematics college-level coursework.	Standard Met: Conditionally Ready for English and/or mathematics college-level coursework.
Standard Nearly Met: Not yet demonstrating readiness for English and/or mathematics college-level coursework.	Standard Not Met: Not demonstrating readiness for English and/or mathematics college-level coursework.

Review the information at <http://CSUSuccess.org/> to see how this information can help avoid the need for additional testing upon entering a CSU or CCC.

Posted by the California Department of Education, June 5, 2015.

California Standards Test – Life Science

CST Life Science 2014-2015

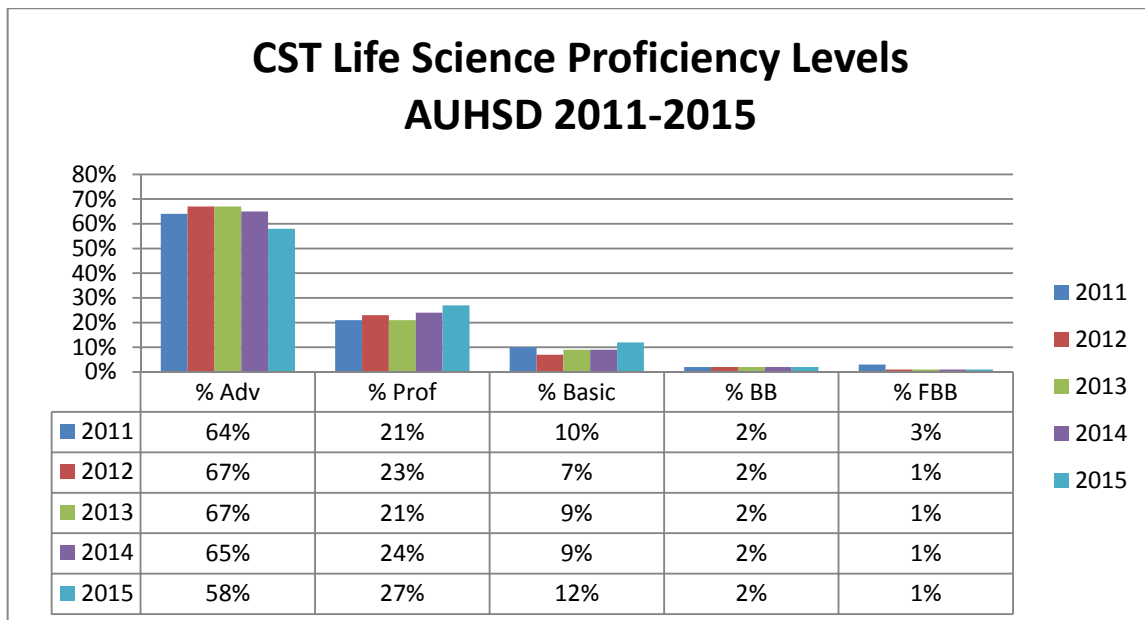
As a result of Next Generation Science Standards (NGSS) being adopted by the State Board of Education, state assessments in the area of science have been discontinued while the schools transition to the new standards. Assessments aligned to NGSS are being developed by the California Department of Education with Field Test scheduled to be administered during the 2017-2018 school year and Operational Test scheduled for the 2018-2019 school year. California Department of Education Science Assessment Implementation Timeline is included in the Assessment Report.

During the transition to new science assessments, the 2014-15 CAASPP System encompasses federally required science assessments in grades 5, 8, and 10 (i.e.: California Standards Tests (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA)).

As per the federal requirement, the Life Science California Standards Test was administered to all AUHSD tenth graders during the May 2015 CAASPP administration.

California Standards Test, Life Science – Proficient or Advanced

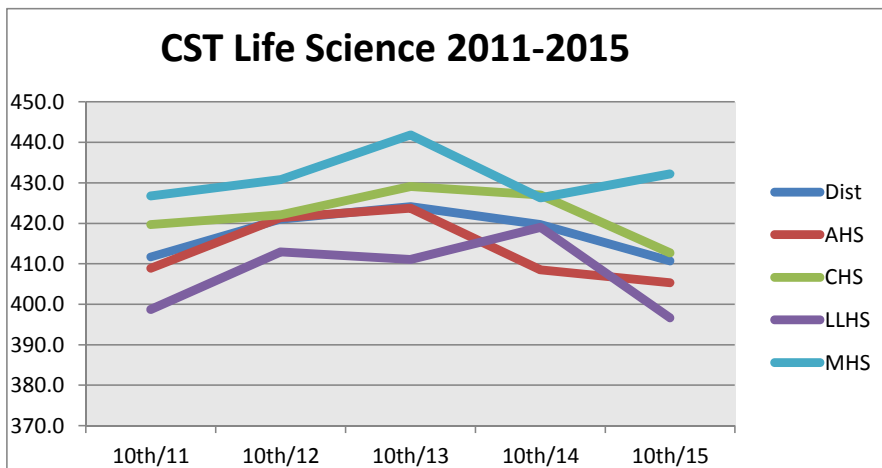
	2011	2012	2013	2014	2015
Science CST (Grade 10)					
Students with Scores	1378	1315	1211	1225	1273
% Proficient or Advanced	85.5%	90.3%	88.0%	87.1%	85%



**Acalanes Union High School District
2015- Assessment Report**

STAR 2015 CST Results - 10th Grade Life Science

	Site	10th/11	10th/12	10th/13	10th/14	10th/15
Mean Scale Score	Dist	411.7	421.0	424.1	419.7	410.7
	AHS	408.9	421.4	423.7	408.5	405.3
	CHS	419.7	422.1	429.1	427	412.7
	LLHS	398.7	412.9	411.1	419	396.6
	MHS	426.8	430.8	441.8	426.3	432.2
% Adv	Dist	64%	67%	67%	65%	58%
	AHS	61%	70%	67%	60%	53%
	CHS	69%	69%	71%	70%	59%
	LLHS	55%	62%	60%	65%	51%
	MHS	77%	69%	77%	68%	73%
% Prof	Dist	21%	23%	21%	24%	27%
	AHS	23%	23%	23%	28%	34%
	CHS	20%	23%	22%	22%	29%
	LLHS	24%	22%	20%	22%	26%
	MHS	16%	26%	17%	22%	19%
% Basic	Dist	10%	7%	9%	9%	12%
	AHS	12%	6%	10%	9%	12%
	CHS	7%	6%	4%	7%	11%
	LLHS	12%	10%	14%	9%	14%
	MHS	5%	5%	5%	8%	8%
%Below Basic	Dist	2%	2%	2%	2%	2%
	AHS	2%	1%	0%	2%	0%
	CHS	2%	2%	1%	1%	1%
	LLHS	3%	2%	4%	2%	5%
	MHS	1%	1%	0%	1%	1%
% FBB	Dist	3%	1%	1%	1%	1%
	AHS	1%	0%	1%	1%	0%
	CHS	2%	1%	1%	0%	0%
	LLHS	5%	4%	1%	1%	3%
	MHS	1%	0%	0%	1%	0%



Proposed

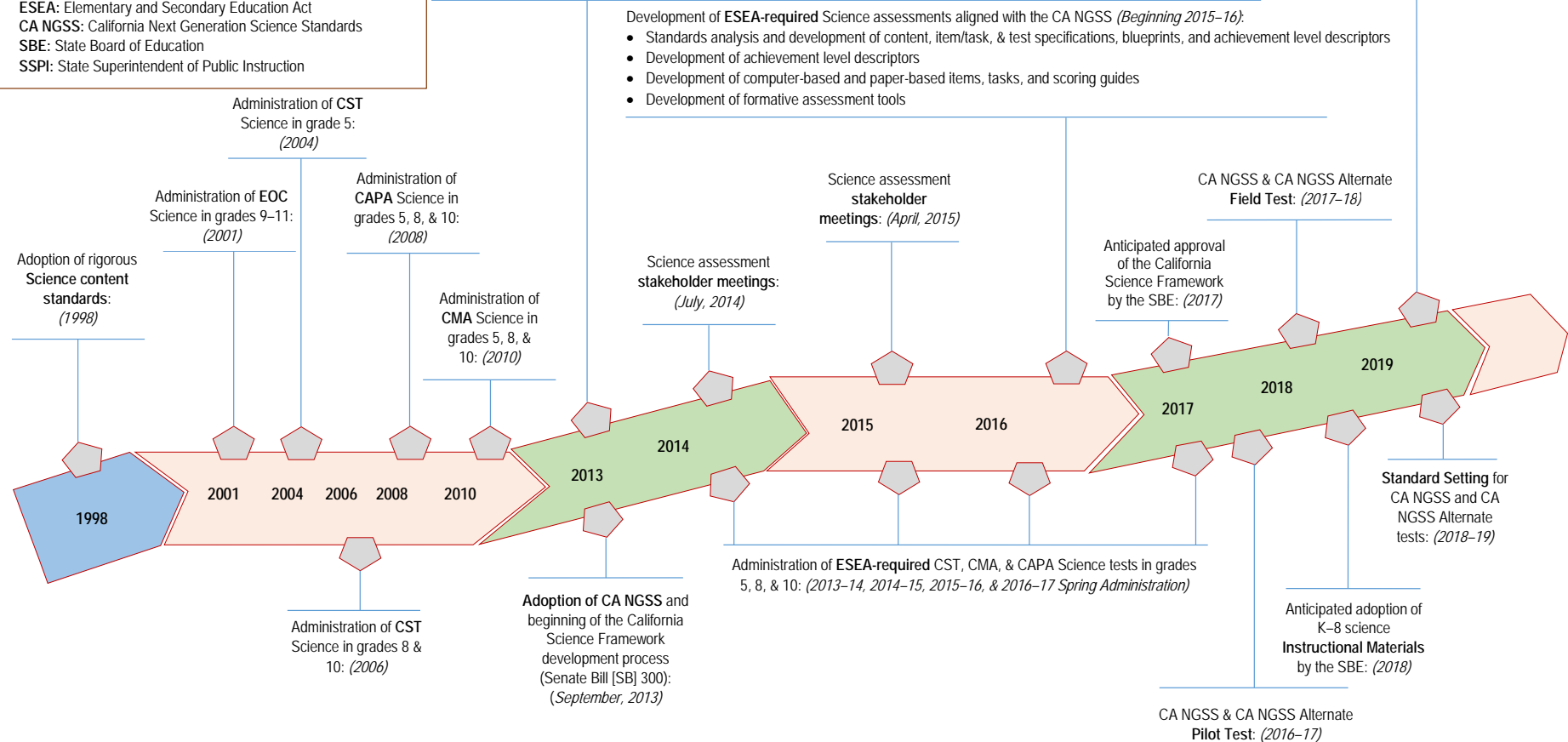
California Assessment of Student Performance and Progress Science Assessments Implementation Timeline

Key:

CAASPP: California Assessment of Student Performance and Progress
CAPA: California Alternate Performance Assessment
CDE: California Department of Education
CMA: California Modified Assessment
CST: California Standards Test
EOC: End-of-course Science Tests in Chemistry, Physics, Biology, Earth Science, and Integrated Science I–IV
ESEA: Elementary and Secondary Education Act
CA NGSS: California Next Generation Science Standards
SBE: State Board of Education
SSPI: State Superintendent of Public Instruction

Assembly Bill (AB) 484 (Chapter 489, Statutes of 2103 amended California *Education Code (EC)* sections 60640 through 60649:

- Established the **CAASPP system** to replace the Standardized Testing and Reporting (STAR) Program
- Took effect in January 2014
- Eliminated all science tests, except for the ESEA-required tests (CST, CMA, & CAPA in grades 5, 8, & 10)
- Authorizes the development of new assessments aligned with the CA NGSS
- Requires the SSPI to develop science assessment recommendations with California science education stakeholder input
- Requires the SSPI to submit to the SBE, no later than March 1, 2016, recommendations for assessments to expand CAASPP



California Assessment of Student Performance and Progress

Alternate Assessments

California Modified Assessment (CMA)

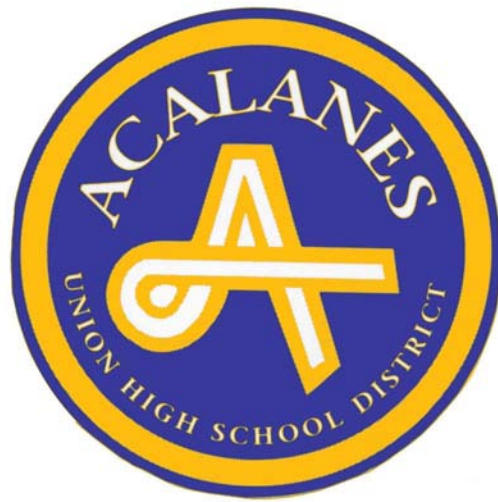
Students with disabilities may qualify and meet the specified criteria and instead of the California Standards Test (CST) in Life Science take California Modified Assessment (CMA.) This designation is noted in the student's Individualized Education Program (IEP.) IEP teams determine if a student may benefit from taking the CMA assessment instead of the CST. Fifteen AUHSD students took the CMA as part of the CAASPP system.

California Alternate Performance Assessment (CAPA)

The CAPA is the alternate assessment for science. AUHSD students in grade ten, who have an Individualized Education Program (IEP) and have significant cognitive disability, participate in the California Alternate Performance Assessment (CAPA.) Three AUHSD students took the CAPA as part of the CAASPP system.

California Alternate Assessments (CAA)

Students in grade eleven who have a significant cognitive disability and have taken CAPA in the past years, participated in the English language arts/literacy (ELA) and mathematics field test. The administered field test did not yield student scores and was a test of the items and the assessments itself.



Districtwide Common Assessments

2015

Acalanes

Campolindo

Las Lomas

Miramonte

Acalanes Union High School District

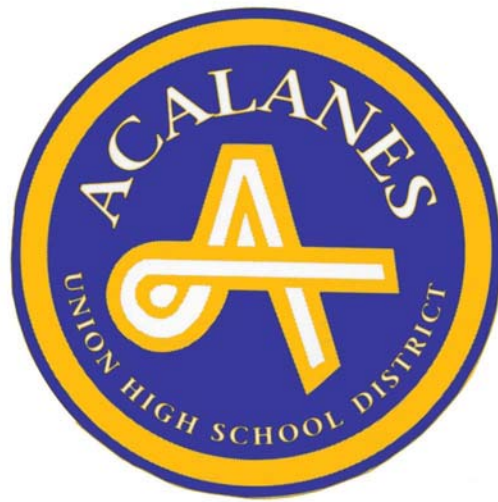
Common Assessments

During the 2014-2015 school year, AUHSD teachers administered Districtwide Common Assessments to all students in grades nine and ten in the following content areas.

- English Language Arts/Literacy (Selected Response and Performance Task)
- Mathematics (Selected Response and Performance Task)
 - Algebra A
 - Algebra 1
 - Geometry
 - Algebra 2

The assessments were created by groups of teacher representatives from the four comprehensive school sites and were based on the California Common Core Standards. They were administered to the students at the time of CAASPP testing and were administered using the Illuminate software. Achievement reports were made available to all teachers and students. All comprehensive sites have or will examine the student achievement data.

In addition to the Districtwide Common Assessments mentioned above, AUHSD continues to administer common assessments in the area of Social Studies; World History and US History. Several math courses continue to administer common final exams.



California High School Exit Exam

2015

Acalanes

Campolindo

Las Lomas

Miramonte

California High School Exit Exam

February 2015 Sophomore (Census) Results

District Pass Rates by Program

Students	ELA	ELA	ELA	Math	Math	Math
	# Tested	% Pass	% Prof	# Tested	% Pass	% Prof
All	1309	97%	87%	1297	97%	86%
Special Education	129	80%	42%	126	79%	35%
English Learner	30	67%	20%	29	83%	52%
Reclassified Fluent-English Proficient	56	96%	70%	55	98%	76%
Economically Disadvantaged	57	84%	40%	56	89%	48%

February 2014 Sophomore (Census) Results

District Pass Rates by Program

Students	ELA	ELA	ELA	Math	Math	Math
	# Tested	% Pass	% Prof	# Tested	% Pass	% Prof
All	1278	97%	89%	1279	98%	88%
Special Education	104	80%	37%	103	83%	43%
English Learner	27	56%	22%	27	81%	56%
Reclassified Fluent-English Proficient	49	94%	82%	49	98%	82%
Economically Disadvantaged	40	88%	75%	41	93%	73%

February 2013 Sophomore (Census) Results

District Pass Rates by Program

Students	ELA	ELA	ELA	Math	Math	Math
	# Tested	% Pass	% Prof	# Tested	% Pass	% Prof
All	1229	97%	87%	1225	96%	85%
Special Education	127	78%	42%	126	72%	40%
English Learner	20	65%	15%	19	84%	42%
Reclassified Fluent-English Proficient	58	97%	84%	60	92%	75%
Economically Disadvantaged	49	88%	57%	50	86%	43%

February 2015 Sophomore (Census) Results
District Pass Rates by Race/Ethnic Designation*

Students	ELA	ELA	ELA	Math	Math	Math
	# Tested	Pass %	% Prof	# Tested	Pass %	% Prof
African-American	23	91%	74%	24	96%	71%
Asian	166	96%	88%	165	99%	93%
Filipino	30	100%	80%	30	97%	80%
Hispanic/Latino	92	97%	80%	91	96%	77%
White	918	97%	88%	908	97%	86%
Two or More Races	74	97%	89%	74	99%	86%

February 2014 Sophomore (Census) Results
District Pass Rates by Race/Ethnic Designation*

Students	ELA	ELA	ELA	Math	Math	Math
	# Tested	Pass %	% Prof	# Tested	Pass %	% Prof
African-American	15	100%	73%	15	100%	87%
Asian	130	95%	91%	131	99%	96%
Filipino	24	96%	79%	24	96%	83%
Hispanic/Latino	94	93%	73%	95	95%	69%
White	890	98%	90%	890	99%	89%
Two or More Races	121	98%	94%	120	98%	93%

February 2013 Sophomore (Census) Results
District Pass Rates by Race/Ethnic Designation*

Students	ELA	ELA	ELA	Math	Math	Math
	# Tested	Pass %	% Prof	# Tested	Pass %	% Prof
African-American	14	93%	71%	14	86%	71%
Asian	163	98%	92%	162	100%	94%
Filipino	20	95%	85%	20	95%	85%
Hispanic/Latino	108	87%	73%	109	89%	68%
White	829	98%	88%	825	97%	85%
Two or More Races	92	98%	91%	92	97%	92%

*Not all Race/Ethnicity categories included. The number in some categories is too small for statistical accuracy or privacy protection.

California High School Exit Exam

Mathematics

February 2015 Sophomore (Census) Results

Math – Acalanes High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	315	303	96%	417	86%	87%	88%	85%	82%
Male	164	157	96%	416	85%	87%	88%	85%	82%
Female	151	146	97%	418	87%	87%	89%	85%	83%
Asian	35	34	97%	426	88%	90%	90%	88%	88%
His/Lat	18	18	100%	406	84%	82%	83%	83%	81%
White	231	221	96%	416	86%	87%	88%	85%	82%
Afr-Am	4	4	100%	385	75%	79%	75%	71%	67%
Spec Ed	34	26	76%	372	68%	72%	68%	62%	58%

February 2014 Sophomore (Census) Results

Math – Acalanes High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	337	329	98%	420	87%	92%	87%	86%	81%
Male	179	176	98%	421	88%	92%	88%	87%	81%
Female	158	153	97%	418	86%	91%	87%	86%	81%
Asian	26	26	100%	438	93%	98%	95%	94%	90%
His/Lat	25	24	96%	404	83%	84%	82%	79%	72%
White	247	242	98%	417	87%	91%	87%	85%	80%
Afr-Am	2	*	*	*	*	*	*	*	*
Spec Ed	25	20	80%	379	75%	73%	69%	65%	59%

Acalanes Union High School District

2015 Assessment Report

February 2013 Sophomore (Census) Results

Math – Acalanes High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	298	288	97%	419	86%	88%	88%	86%	82%
Male	151	146	97%	421	87%	89%	89%	85%	83%
Female	145	141	97%	418	86%	88%	88%	86%	82%
Asian	38	38	100%	427	87%	90%	93%	91%	88%
His/Lat	21	19	90%	407	81%	85%	85%	78%	73%
White	207	203	98%	421	87%	89%	88%	87%	83%
Afr-Am	3	2	67%	385	80%	84%	70%	63%	61%
Spec Ed	22	16	73%	369	67%	70%	67%	55%	51%

February 2012 Sophomore (Census) Results

Math – Acalanes High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	334	328	98%	417	87%	88%	89%	85%	83%
Male	187	186	99%	418	87%	89%	90%	87%	84%
Female	147	142	97%	414	87%	86%	88%	82%	82%
Asian	30	30	100%	429	91%	93%	92%	92%	89%
His/Lat	30	28	93%	397	81%	81%	81%	74%	70%
White	238	234	98%	417	87%	89%	90%	85%	84%
Afr-Am	1	*	*	*	*	*	*	*	*
Spec Ed	24	20	83%	373	76%	68%	74%	60%	57%

Acalanes Union High School District

2015 Assessment Report

February 2015 Sophomore (Census) Results

Math – Campolindo High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	308	306	99%	421	89%	89%	90%	87%	84%
Male	149	148	99%	422	87%	90%	90%	88%	84%
Female	159	158	99%	420	90%	88%	90%	87%	84%
Asian	41	41	100%	438	91%	95%	95%	95%	92%
His/Lat	19	19	100%	415	87%	90%	88%	86%	79%
White	207	205	99%	419	89%	88%	89%	86%	83%
Afr-Am	8	8	100%	389	76%	81%	77%	81%	64%
Spec Ed	31	29	94%	381	77%	72%	74%	69%	63%

February 2014 Sophomore (Census) Results

Math – Campolindo High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	304	302	99%	422	90%	89%	90%	89%	81%
Male	159	159	100%	424	91%	91%	90%	89%	83%
Female	145	143	99%	420	89%	88%	89%	89%	80%
Asian	39	39	100%	435	93%	95%	94%	94%	89%
His/Lat	21	21	100%	404	82%	80%	82%	82%	75%
White	211	209	99%	419	89%	89%	89%	88%	80%
Afr-Am	1	*	*	*	*	*	*	*	*
Spec Ed	24	22	92%	380	77%	68%	73%	67%	61%

February 2013 Sophomore (Census) Results

Math – Campolindo High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	295	287	97%	420	87%	89%	88%	86%	82%
Male	138	134	97%	420	87%	88%	88%	87%	81%
Female	155	152	98%	421	88%	89%	89%	86%	83%
Asian	43	43	100%	437	92%	94%	95%	93%	92%
His/Lat	26	25	96%	411	89%	83%	84%	81%	76%
White	201	195	97%	419	87%	88%	88%	86%	81%
Afr-Am	4	4	100%	430	96%	93%	91%	90%	84%
Spec Ed	37	31	84%	381	74%	72%	70%	67%	63%

February 2012 Sophomore (Census) Results

Math – Campolindo High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	298	295	99%	417	88%	88%	89%	85%	82%
Male	169	166	98%	416	88%	88%	89%	85%	81%
Female	129	129	100%	418	88%	88%	90%	86%	83%
Asian	45	44	98%	432	91%	91%	92%	91%	89%
His/Lat	13	12	92%	407	87%	84%	84%	81%	72%
White	199	198	99%	414	88%	87%	89%	84%	80%
Afr-Am	4	*	*	*	*	*	*	*	*
Spec Ed	28	25	89%	380	79%	75%	77%	63%	58%

Acalanes Union High School District

2015 Assessment Report

February 2015 Sophomore (Census) Results

Math – Las Lomas High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	385	368	96%	409	84%	82%	87%	82%	79%
Male	183	176	96%	410	84%	84%	87%	83%	80%
Female	202	192	95%	408	84%	81%	86%	82%	79%
Asian	49	48	98%	419	85%	88%	91%	84%	87%
His/Lat	30	26	87%	390	78%	71%	80%	76%	69%
White	271	261	96%	410	85%	83%	87%	83%	80%
Afr-Am	8	7	88%	407	85%	82%	84%	73%	83%
Spec Ed	37	23	62%	362	66%	59%	65%	57%	52%
Ec-Dsad	39	34	87%	385	74%	71%	78%	70%	68%
EL	24	20	83%	383	66%	74%	77%	70%	68%

February 2014 Sophomore (Census) Results

Math – Las Lomas High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	366	358	98%	412	86%	87%	86%	83%	78%
Male	206	203	99%	416	88%	89%	88%	84%	80%
Female	160	155	97%	407	84%	84%	84%	82%	76%
Asian	33	32	97%	426	88%	94%	89%	87%	87%
His/Lat	32	30	94%	393	78%	78%	78%	77%	69%
White	250	247	99%	415	88%	88%	88%	84%	78%
Afr-Am	9	*	*	*	*	*	*	*	*
Spec Ed	24	18	75%	376	72%	67%	71%	65%	59%
Ec-Dsad	28	25	89%	393	76%	76%	80%	73%	71%
EL	22	17	77%	391	70%	78%	76%	68%	72%

Acalanes Union High School District

2015 Assessment Report

February 2013 Sophomore (Census) Results

Math – Las Lomas High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	378	359	95%	405	81%	83%	84%	79%	75%
Male	203	193	95%	406	81%	83%	84%	79%	76%
Female	170	162	95%	404	82%	82%	84%	79%	75%
Asian	52	52	100%	422	86%	89%	90%	86%	86%
His/Lat	46	38	83%	385	70%	73%	75%	66%	66%
White	254	246	97%	406	82%	83%	84%	80%	75%
Afr-Am	5	4	80%	383	69%	74%	79%	63%	60%
Spec Ed	39	26	67%	361	63%	64%	60%	55%	50%
Ec-Dsad	30	27	90%	389	72%	77%	78%	69%	71%
EL	18	15	83%	374	65%	72%	70%	60%	61%

February 2012 Sophomore (Census) Results

Math – Las Lomas High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	371	353	95%	408	84%	85%	86%	81%	77%
Male	181	170	94%	408	84%	86%	85%	80%	75%
Female	190	183	96%	408	85%	84%	86%	82%	78%
Asian	48	47	98%	419	85%	90%	89%	86%	85%
His/Lat	24	19	79%	387	77%	79%	76%	68%	65%
White	258	249	97%	408	85%	85%	86%	81%	76%
Afr-Am	17	15	88%	393	76%	84%	80%	76%	68%
Spec Ed	25	17	68%	362	69%	65%	61%	57%	50%
Ec-Dsad	29	23	79%	380	73%	75%	73%	65%	62%
EL	19	16	84%	374	64%	70%	72%	61%	72%

February 2015 Sophomore (Census) Results

Math – Miramonte High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	283	280	99%	423	88%	89%	92%	87%	88%
Male	137	136	99%	429	89%	91%	94%	89%	90%
Female	146	144	99%	418	87%	87%	90%	85%	86%
Asian	40	40	100%	432	91%	91%	93%	91%	92%
His/Lat	22	22	100%	408	86%	85%	86%	79%	83%
White	195	193	99%	424	88%	89%	92%	87%	88%
Afr-Am	4	4	100%	397	83%	75%	91%	75%	75%
Spec Ed	23	21	91%	382	74%	73%	77%	64%	71%

February 2014 Sophomore (Census) Results

Math – Miramonte High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	264	260	98%	418	88%	90%	89%	85%	80%
Male	140	136	97%	422	89%	90%	90%	86%	82%
Female	124	124	100%	415	87%	89%	89%	85%	77%
Asian	33	33	100%	432	91%	95%	94%	89%	87%
His/Lat	16	14	88%	394	86%	77%	77%	74%	66%
White	178	176	99%	417	88%	89%	89%	85%	79%
Afr-Am	3	*	*	*	*	*	*	*	*
Spec Ed	28	24	86%	376	72%	73%	73%	62%	57%

February 2013 Sophomore (Census) Results

Math – Miramonte High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	253	244	96%	423	87%	89%	90%	88%	84%
Male	135	131	97%	427	88%	90%	92%	90%	85%
Female	117	113	97%	420	86%	87%	89%	87%	82%
Asian	29	29	100%	435	90%	93%	93%	96%	90%
His/Lat	16	15	94%	413	80%	87%	88%	80%	80%
White	152	146	96%	421	86%	88%	90%	88%	83%
Afr-Am	2	2	100%	428	77%	94%	93%	95%	88%
Spec Ed	24	17	71%	383	74%	73%	75%	66%	59%

February 2012 Sophomore (Census) Results

Math – Miramonte High School

Students	# Tested	# Passed	%	Mean Scale Score	Prob & Stats %	Number Sense %	Algebra & Function %	Meas & Geometry %	Algebra 1 %
All	308	302	98%	422	89%	89%	91%	87%	86%
Male	140	140	100%	424	88%	91%	91%	88%	88%
Female	168	162	96%	421	89%	88%	90%	86%	85%
Asian	49	49	100%	429	88%	92%	92%	90%	89%
His/Lat	17	15	88%	407	84%	81%	84%	80%	75%
White	213	209	98%	424	89%	89%	91%	87%	88%
Afr-Am	5	*	*	*	*	*	*	*	*
Spec Ed	28	22	79%	379	71%	71%	74%	67%	62%

California High School Exit Exam

English Language Arts

February 2015 Sophomore (Census) Results

English-Language Arts – Acalanes High School

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	319	307	96%	407	92%	88%	86%	83%	83%	2.8
Male	166	156	94%	401	91%	87%	84%	82%	81%	2.7
Female	153	151	99%	414	94%	90%	89%	85%	85%	3.0
Asian	36	35	97%	415	95%	90%	88%	86%	82%	3.0
His/Lat	19	19	100%	408	92%	89%	89%	85%	83%	2.7
White	233	224	96%	406	92%	89%	86%	82%	83%	2.8
Afr-Am	3	2	67%	372	86%	65%	80%	72%	71%	2.2
Spec Ed	34	24	71%	370	80%	72%	72%	67%	66%	2.3

February 2014 Sophomore (Census) Results

English-Language Arts – Acalanes High School

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	337	327	97%	413	96%	89%	90%	83%	87%	2.8
Male	177	172	97%	409	96%	88%	89%	83%	86%	2.7
Female	160	155	97%	418	95%	90%	92%	84%	89%	2.9
Asian	26	26	100%	421	97%	91%	93%	87%	90%	2.9
His/Lat	25	22	88%	396	91%	84%	87%	75%	81%	2.6
White	246	241	98%	413	96%	89%	90%	84%	88%	2.8
Afr-Am	2	*	*	*	*	*	*	*	*	*
Spec Ed	26	20	77%	369	88%	72%	79%	64%	73%	2.2

Acalanes Union High School District

2015 Assessment Report

February 2013 Sophomore (Census) Results

English-Language Arts – Acalanes High School

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	298	294	99%	415	93%	87%	92%	84%	90%	2.8
Male	152	148	97%	410	91%	85%	90%	83%	88%	2.7
Female	145	145	100%	420	95%	88%	94%	86%	92%	2.9
Asian	38	38	100%	417	93%	87%	92%	86%	91%	2.9
His/Lat	21	20	95%	405	93%	85%	90%	79%	83%	2.6
White	208	206	99%	417	94%	88%	93%	86%	91%	2.8
Afr-Am	3	3	100%	387	76%	70%	85%	58%	91%	2.7
Spec Ed	23	20	87%	376	86%	74%	78%	69%	75%	2.3

February 2012 Sophomore (Census) Results

English-Language Arts – Acalanes High School

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	335	333	99%	409	93%	90%	88%	84%	85%	2.8
Male	189	188	99%	408	93%	90%	87%	84%	85%	2.7
Female	146	145	99%	411	93%	89%	89%	83%	85%	2.8
Asian	30	30	100%	418	96%	92%	90%	86%	87%	3.0
His/Lat	29	28	97%	393	92%	86%	81%	72%	76%	2.7
White	240	239	100%	410	94%	90%	89%	85%	86%	2.8
Afr-Am	1	*	*	*	*	*	*	*	*	*
Spec Ed	23	21	91%	376	83%	82%	77%	67%	70%	2.3

February 2015 Sophomore (Census) Results

English-Language Arts – Campolindo High School

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	309	306	99%	416	94%	91%	90%	88%	87%	2.9
Male	148	146	99%	413	93%	91%	89%	87%	86%	2.8
Female	161	160	99%	419	95%	91%	92%	88%	88%	3.0
Asian	41	41	100%	429	93%	94%	91%	92%	91%	3.2
His/Lat	19	19	100%	407	93%	92%	89%	86%	89%	2.5
White	208	205	99%	415	94%	90%	91%	87%	86%	2.9
Afr-Am	8	8	100%	400	89%	88%	89%	79%	79%	2.7
Spec Ed	32	29	91%	382	86%	79%	80%	75%	73%	2.4

February 2014 Sophomore (Census) Results

English-Language Arts – Campolindo High School

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	306	301	98%	419	96%	91%	91%	86%	89%	2.9
Male	160	157	98%	418	97%	91%	91%	85%	88%	2.8
Female	146	144	99%	421	96%	91%	92%	86%	91%	2.9
Asian	39	38	97%	427	97%	91%	93%	87%	91%	3.1
His/Lat	21	20	95%	405	93%	87%	88%	80%	83%	2.7
White	212	209	99%	419	96%	92%	91%	86%	89%	2.8
Afr-Am	1	*	*	*	*	*	*	*	*	*
Spec Ed	25	21	84%	376	91%	79%	77%	71%	74%	2.2

February 2013 Sophomore (Census) Results

English-Language Arts – Campolindo High School

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	293	286	98%	420	94%	88%	92%	85%	90%	2.9
Male	139	136	98%	415	94%	88%	91%	84%	90%	2.8
Female	153	149	97%	424	95%	89%	93%	86%	91%	3.0
Asian	43	43	100%	429	96%	92%	94%	90%	93%	3.2
His/Lat	26	24	92%	406	91%	83%	88%	79%	86%	2.8
White	200	195	98%	419	94%	88%	92%	85%	90%	2.9
Afr-Am	4	4	100%	441	100%	93%	96%	88%	97%	3.3
Spec Ed	37	30	81%	381	88%	76%	78%	71%	76%	2.3

February 2012 Sophomore (Census) Results

English-Language Arts – Campolindo High School

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	298	294	99%	413	93%	90%	91%	85%	84%	2.9
Male	168	164	98%	409	92%	88%	90%	83%	83%	2.8
Female	130	130	100%	418	95%	91%	92%	87%	86%	3.0
Asian	45	44	98%	419	94%	91%	91%	86%	85%	3.1
His/Lat	14	13	93%	406	91%	88%	86%	85%	79%	2.7
White	197	195	99%	413	94%	90%	91%	84%	85%	2.9
Afr-Am	4	*	*	*	*	*	*	*	*	*
Spec Ed	27	25	93%	385	89%	81%	84%	71%	71%	2.5

February 2015 Sophomore (Census) Results

English-Language Arts – Las Lomas HS

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	390	368	94%	401	91%	87%	86%	81%	83%	2.5
Male	186	169	91%	395	90%	85%	85%	79%	80%	2.4
Female	204	199	98%	407	91%	88%	88%	83%	86%	2.6
Asian	49	44	90%	402	89%	86%	84%	80%	82%	2.6
His/Lat	30	28	93%	393	84%	84%	85%	74%	79%	2.6
White	275	262	95%	402	92%	87%	87%	82%	84%	2.5
Afr-Am	8	7	88%	396	89%	83%	86%	81%	85%	2.3
Spec Ed	39	28	72%	360	77%	70%	72%	61%	64%	1.9
Ec-Dsad	40	33	83%	376	82%	76%	77%	70%	73%	2.2
EL	25	16	64%	359	73%	67%	68%	64%	63%	2.1

February 2014 Sophomore (Census) Results

English-Language Arts – Las Lomas HS

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	363	348	96%	407	95%	87%	89%	82%	87%	2.6
Male	202	193	96%	405	95%	87%	89%	81%	86%	2.6
Female	161	155	96%	410	94%	88%	90%	83%	88%	2.7
Asian	32	28	88%	399	87%	82%	84%	77%	85%	2.6
His/Lat	32	29	91%	394	91%	81%	86%	75%	83%	2.5
White	248	242	98%	411	96%	89%	90%	84%	89%	2.7
Afr-Am	9	*	*	*	*	*	*	*	*	*
Spec Ed	23	16	70%	370	85%	73%	75%	65%	77%	2.0
Ec-Dsad	27	23	85%	387	88%	79%	80%	74%	84%	2.4
EL	22	12	55%	349	70%	60%	64%	48%	66%	2.1

February 2013 Sophomore (Census) Results

English-Language Arts – Las Lomas HS

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	389	359	92%	401	90%	82%	87%	79%	86%	2.5
Male	204	189	93%	399	90%	82%	87%	79%	85%	2.5
Female	173	168	97%	408	93%	84%	90%	81%	89%	2.7
Asian	52	49	94%	405	92%	83%	87%	81%	87%	2.6
His/Lat	46	37	80%	380	83%	74%	79%	69%	78%	2.3
White	258	252	98%	407	93%	84%	90%	82%	89%	2.6
Afr-Am	5	4	80%	382	86%	72%	81%	70%	75%	2.5
Spec Ed	39	28	72%	364	81%	66%	74%	63%	71%	2.0
Ec-Dsad	30	27	90%	382	84%	75%	79%	75%	80%	2.4
EL	19	12	63%	353	65%	64%	66%	58%	68%	1.9

February 2012 Sophomore (Census) Results

English-Language Arts – Las Lomas HS

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	373	354	95%	408	92%	88%	88%	82%	84%	2.7
Male	182	166	91%	398	89%	85%	84%	80%	82%	2.5
Female	191	188	98%	416	94%	90%	91%	85%	87%	2.9
Asian	48	44	92%	407	88%	86%	86%	81%	82%	2.8
His/Lat	23	21	91%	391	87%	84%	84%	74%	79%	2.3
White	263	252	96%	409	93%	88%	88%	83%	85%	2.7
Afr-Am	15	13	87%	389	86%	81%	83%	73%	79%	2.3
Spec Ed	27	17	63%	364	78%	68%	71%	54%	68%	2.2
Ec-Dsad	29	24	83%	380	86%	78%	77%	72%	71%	2.2
EL	19	11	58%	348	63%	64%	65%	53%	57%	1.8

February 2015 Sophomore (Census) Results

English-Language Arts – Miramonte High School

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	285	281	99%	415	95%	91%	91%	85%	86%	2.8
Male	139	136	98%	411	94%	91%	90%	85%	85%	2.7
Female	146	145	99%	418	96%	91%	92%	85%	86%	2.9
Asian	40	39	98%	415	93%	91%	92%	87%	88%	2.8
His/Lat	22	21	95%	398	90%	83%	87%	78%	78%	2.6
White	198	196	99%	417	96%	92%	92%	86%	86%	2.8
Afr-Am	4	4	100%	396	93%	88%	76%	77%	85%	2.9
Spec Ed	23	21	91%	378	91%	77%	79%	68%	71%	2.4

February 2014 Sophomore (Census) Results

English-Language Arts – Miramonte High School

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	263	259	98%	414	96%	89%	91%	86%	89%	2.7
Male	139	136	98%	411	96%	88%	91%	84%	89%	2.6
Female	124	123	99%	419	97%	91%	90%	87%	89%	2.9
Asian	33	32	97%	424	96%	90%	92%	90%	89%	3.1
His/Lat	15	15	100%	406	92%	87%	92%	79%	85%	2.7
White	179	176	98%	412	96%	89%	90%	85%	89%	2.7
Afr-Am	3	*	*	*	*	*	*	*	*	*
Spec Ed	28	25	89%	377	88%	80%	80%	69%	75%	2.2

February 2013 Sophomore (Census) Results

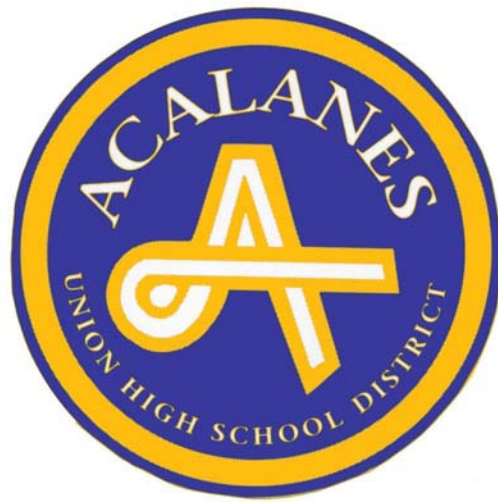
English-Language Arts – Miramonte High School

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	254	249	98%	420	95%	88%	94%	87%	91%	2.8
Male	136	133	98%	417	95%	88%	93%	87%	91%	2.7
Female	116	114	98%	422	96%	89%	95%	87%	92%	2.9
Asian	30	30	100%	432	96%	92%	96%	91%	95%	3.0
His/Lat	15	13	87%	410	90%	83%	91%	78%	86%	2.8
White	152	150	99%	419	95%	88%	93%	87%	91%	2.8
Afr-Am	2	2	100%	429	93%	95%	93%	83%	97%	3.0
Spec Ed	24	20	83%	378	88%	72%	82%	69%	76%	2.2

February 2012 Sophomore (Census) Results

English-Language Arts – Miramonte High School

Students	# Tested	# Passed	%	Mean Scale Score	Word Analysis	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	310	307	99%	417	95%	91%	92%	86%	86%	2.9
Male	141	140	99%	413	95%	91%	90%	86%	86%	2.8
Female	169	167%	99%	419	94%	91%	93%	87%	86%	3.0
Asian	49	48	98%	416	94%	89%	93%	86%	86%	2.9
His/Lat	17	16	94%	411	90%	89%	87%	81%	84%	2.9
White	215	214	100%	418	95%	92%	92%	87%	86%	2.9
Afr-Am	5	*	*	*	*	*	*	*	*	*
Spec Ed	28	25	89%	382	84%	83%	83%	66%	72%	2.3



Achievement Grades

2015

Acalanes

Campolindo

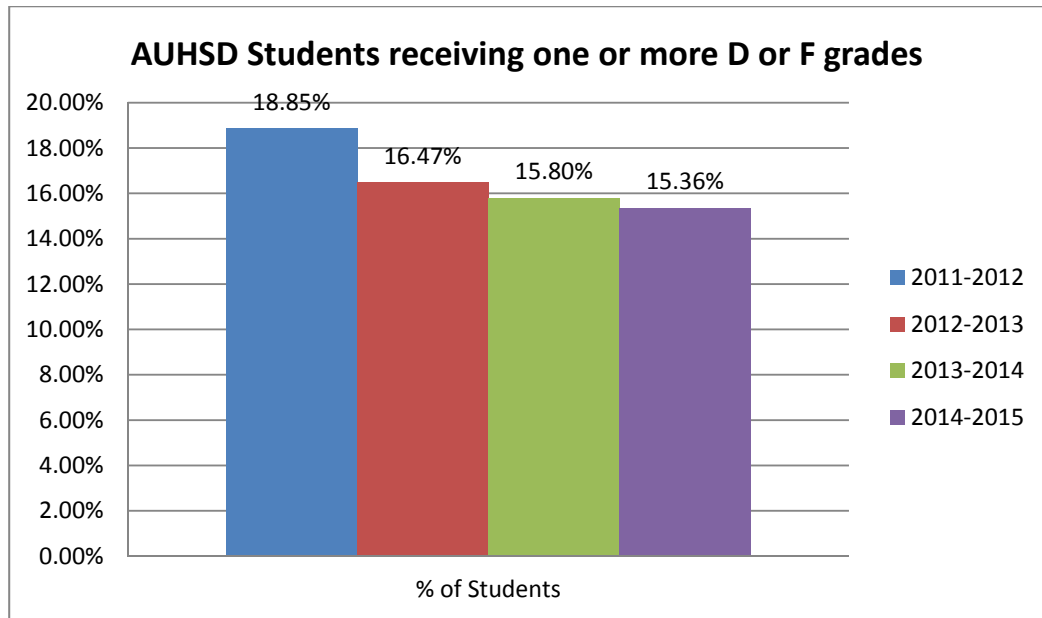
Las Lomas

Miramonte

Students with grades below a “C”

4-year overview of students receiving one or more 2nd semester D or F grades

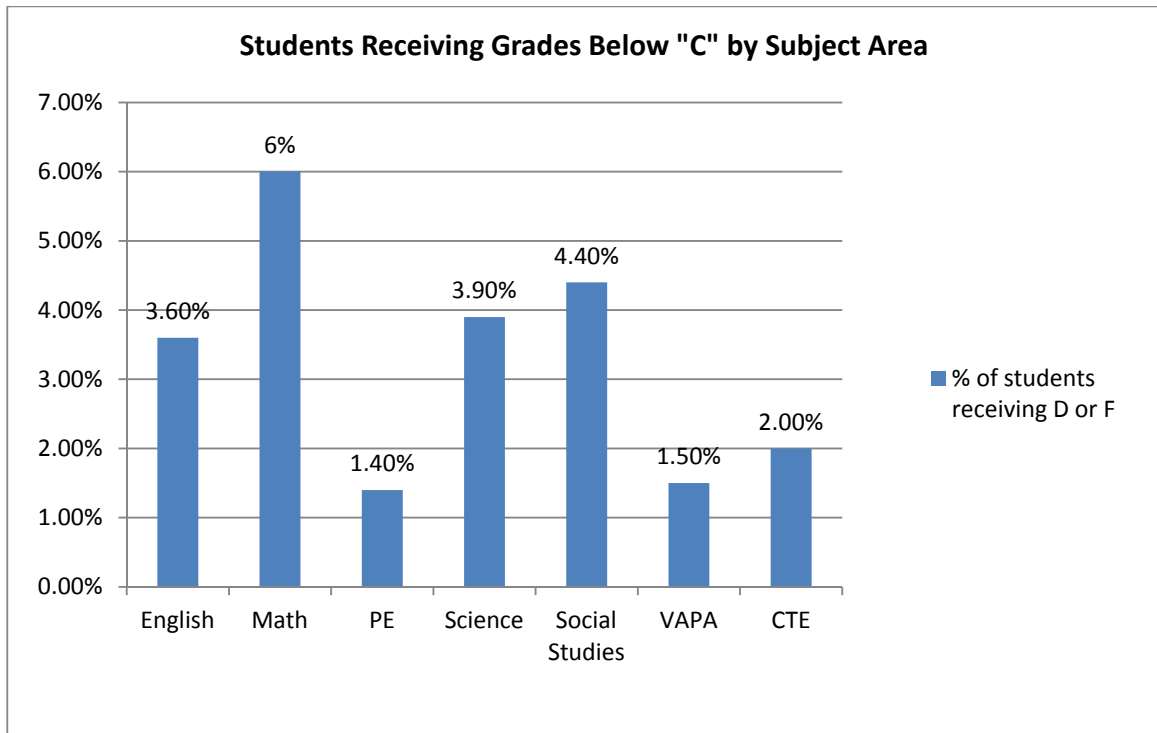
School Year	Total Enrollment	# of Students receiving 1 or more D or F grades	% of Students Receiving 1 or more D or F grades
2011-2012	5403	1019	18.85 %
2012-2013	5354	882	16.47 %
2013-2014	5330	846	15.80 %
2014-2015	5311	816	15.36%



Students with grades below a "C" by subject and subgroup

Percentage of Students receiving grades below a "C" (at least one D or F) broken down by subject area. Grades reported below are 2015-2016 end of the year grades.

	English	Math	PE	Science	Social Studies	VAPA	CTE
% of students receiving D or F	3.60%	6%	1.40%	3.90%	4.40%	1.50%	2.00%



Percentage of Students receiving grades below a “C” (at least one D or F) broken down by subject area and LCAP designated subgroup. Grades reported below are 2015-2016 end of the year grades.

	English	Math	PE	Science	Social Studies	VAPA	CTE
All Students	3.60%	6%	1.40%	3.90%	4.40%	1.50%	2.00%
504	5.70%	12%	2.30%	7.60%	7.30%	0.60%	0%
Black	9.50%	8%	1.60%	8.60%	7.90%	2.00%	0%
Hispanic	9.90%	12.90%	2.80%	6.80%	11.00%	4.40%	1.60%
White	3.00%	5.50%	1.20%	3.30%	4.00%	1.30%	1.80%
English Learner	15.40%	22.10%	6.80%	17.10%	14.30%	6.40%	4.40%
RFEP	7.20%	11.40%	0.60%	6.50%	6.10%	4.30%	1.40%
Socio-Economic	14.50%	15.90%	5.90%	11.30%	13.30%	7.40%	4.70%
Special Ed	16.90%	16.90%	5.90%	13.80%	16.10%	7.20%	7.50%

