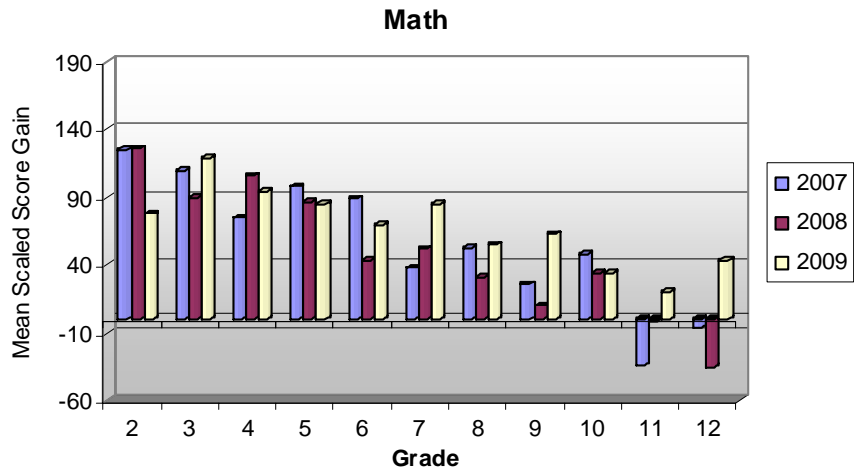
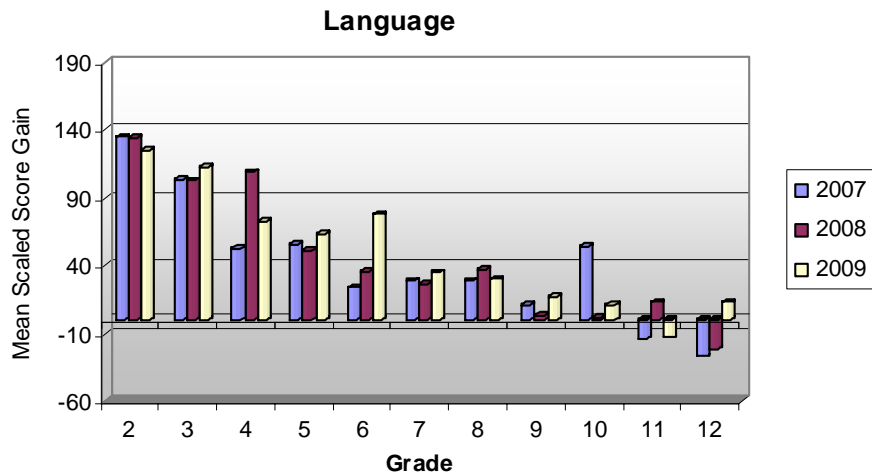
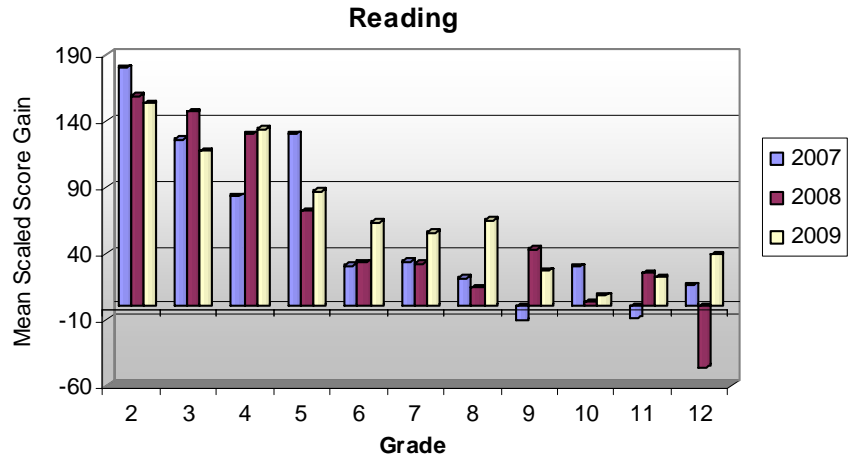


CWCS Data

Scantron Data

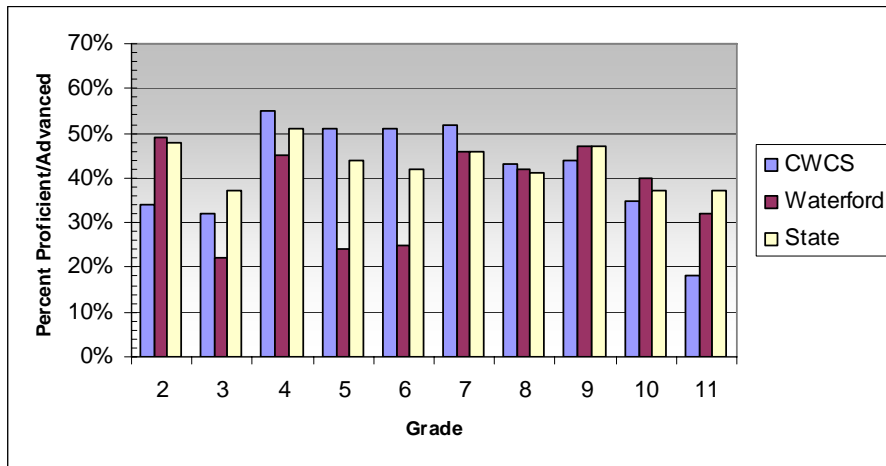
Each student is given a pre and post test in reading, mathematics, and language arts. The pre and post tests must be at least 12 weeks apart. The test is given within the first month of school for returning students and the post test is given prior to STAR so that students have an opportunity to work on areas of need. The charts below show the difference (gain/loss) between the mean scaled scores for pre and post testing at each grade level for the last three years.



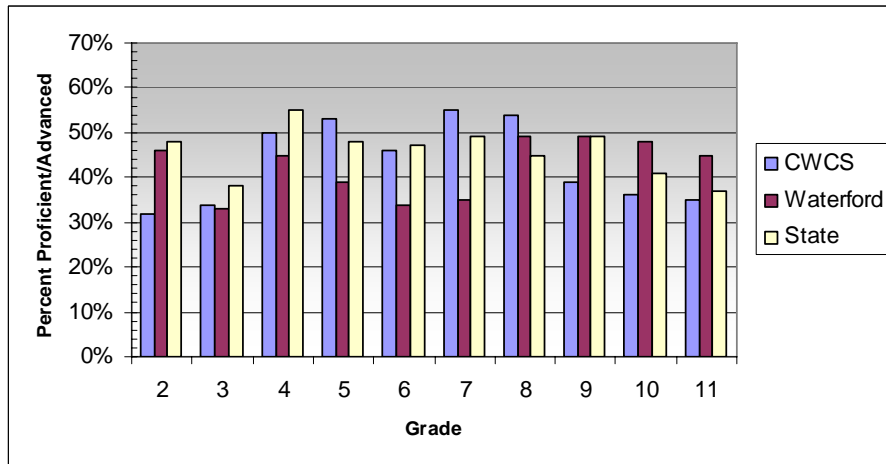
CALIFORNIA STANDARDS TESTS (CST) DATA-Comparisons

The results of the CST English Language Arts (ELA) portion of the STAR reveal our numbers of percent proficient in grades 2-8 over the last three years are strong. We also noticed that our 9-11 students generally fell below State and District averages.

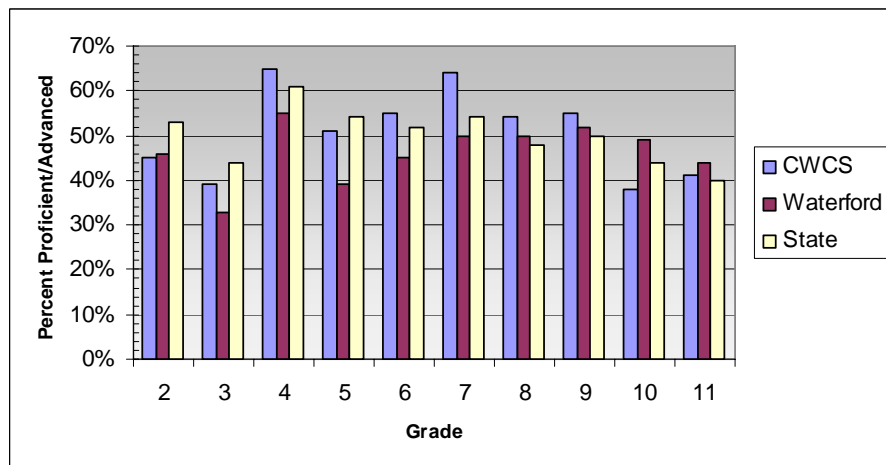
ELA 2007 Percent Proficient or Advanced



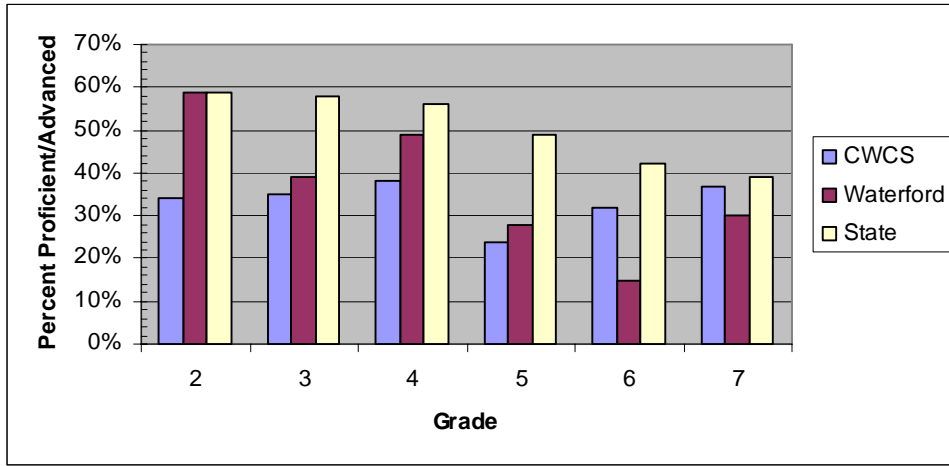
ELA 2008 Percent Proficient or Advanced



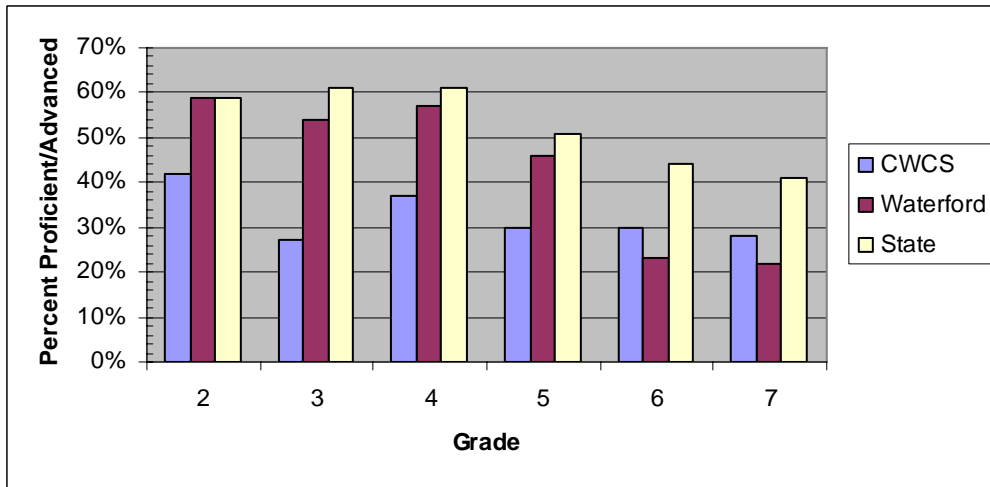
ELA 2009 Percent Proficient or Advanced



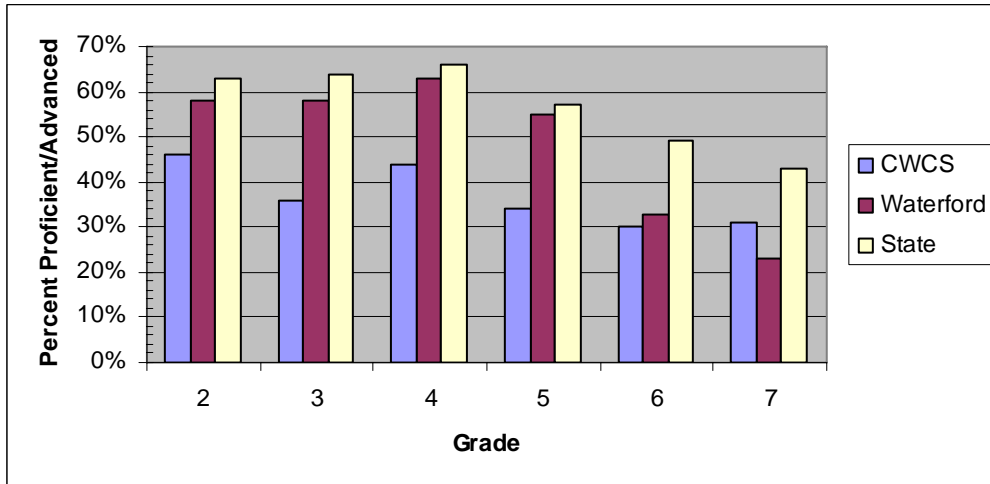
Math 2007 Percent Proficient or Advanced



Math 2008 Percent Proficient or Advanced



Math 2009 Percent Proficient or Advanced



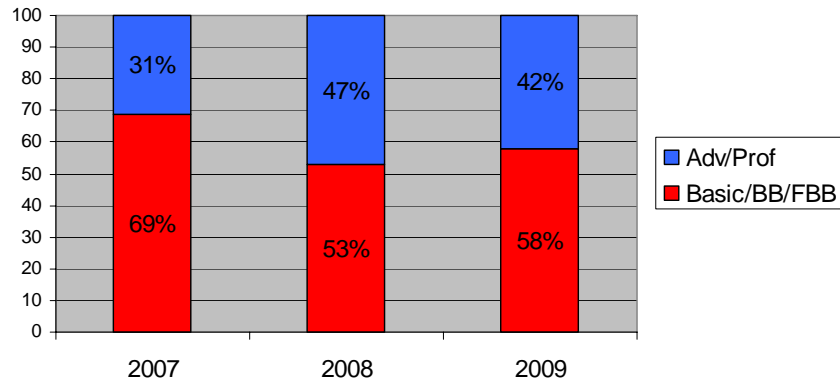
The CST math results show that mathematics is an area that CWCS, as a school, needs to focus on improving.

CST ~ Science & History

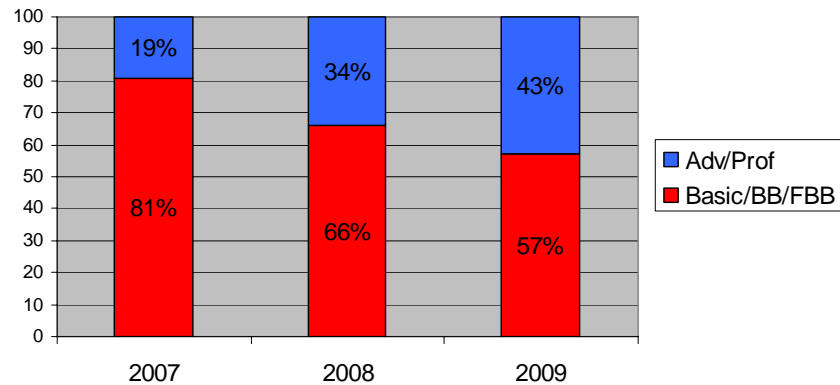
These graphs show the embedded 8th and 11th grade US History CST proficiency rates for a three year period. For history, the three-year aggregate for both grade level graphs demonstrates overall improvement. For science, the three-year aggregate for all grade levels demonstrates overall improvement.

We attribute growth to aligning instruction to grade level standards, use of standards-based curriculum (especially for students working at lower reading levels), and mandatory test prep.

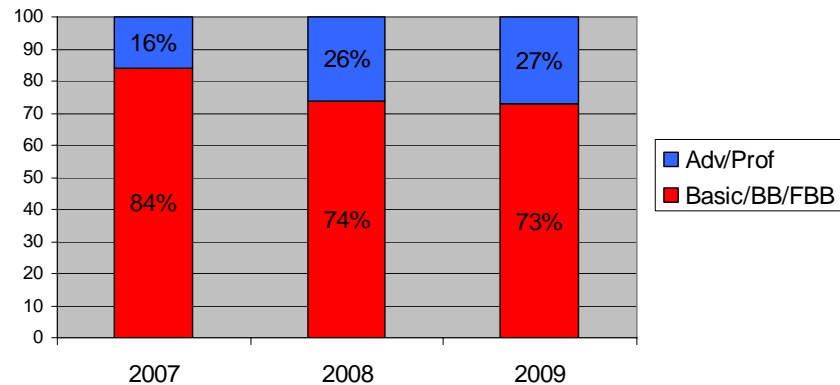
5th Grade Science



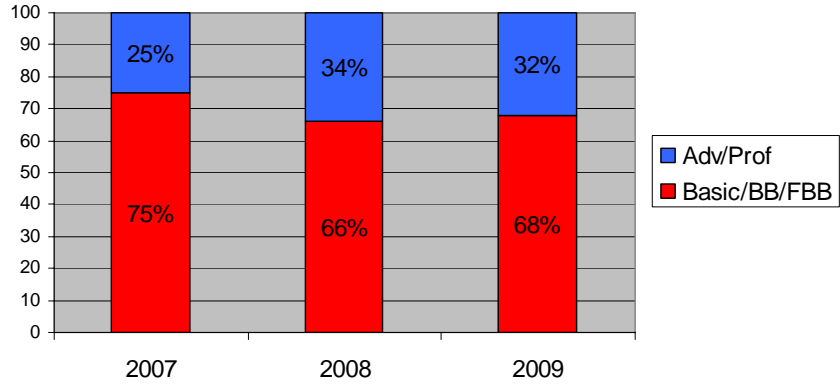
8th Grade Science



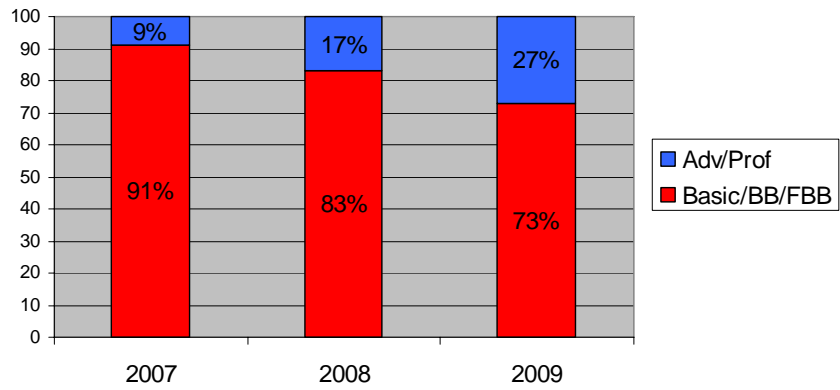
10th Grade Science



8th Grade History



11th Grade U.S. History

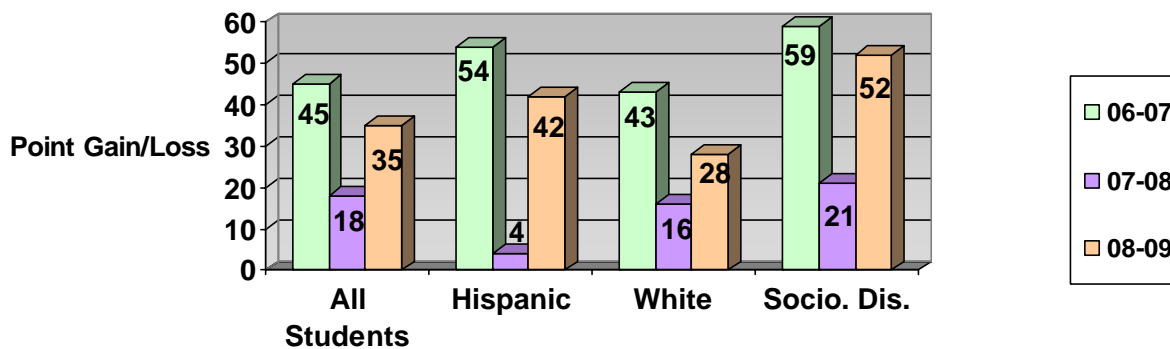


API Growth by Student Group-Three Year Comparison

This table displays, by student subgroup, the actual API base to growth change in points for the past three years, and the most recent API score. Subgroups for API reporting refer to a numerically significant subgroup. This is defined as 100 or more students with valid STAR scores **or** 50 or more students with valid STAR scores who make up at least 15 percent of the total valid scores.

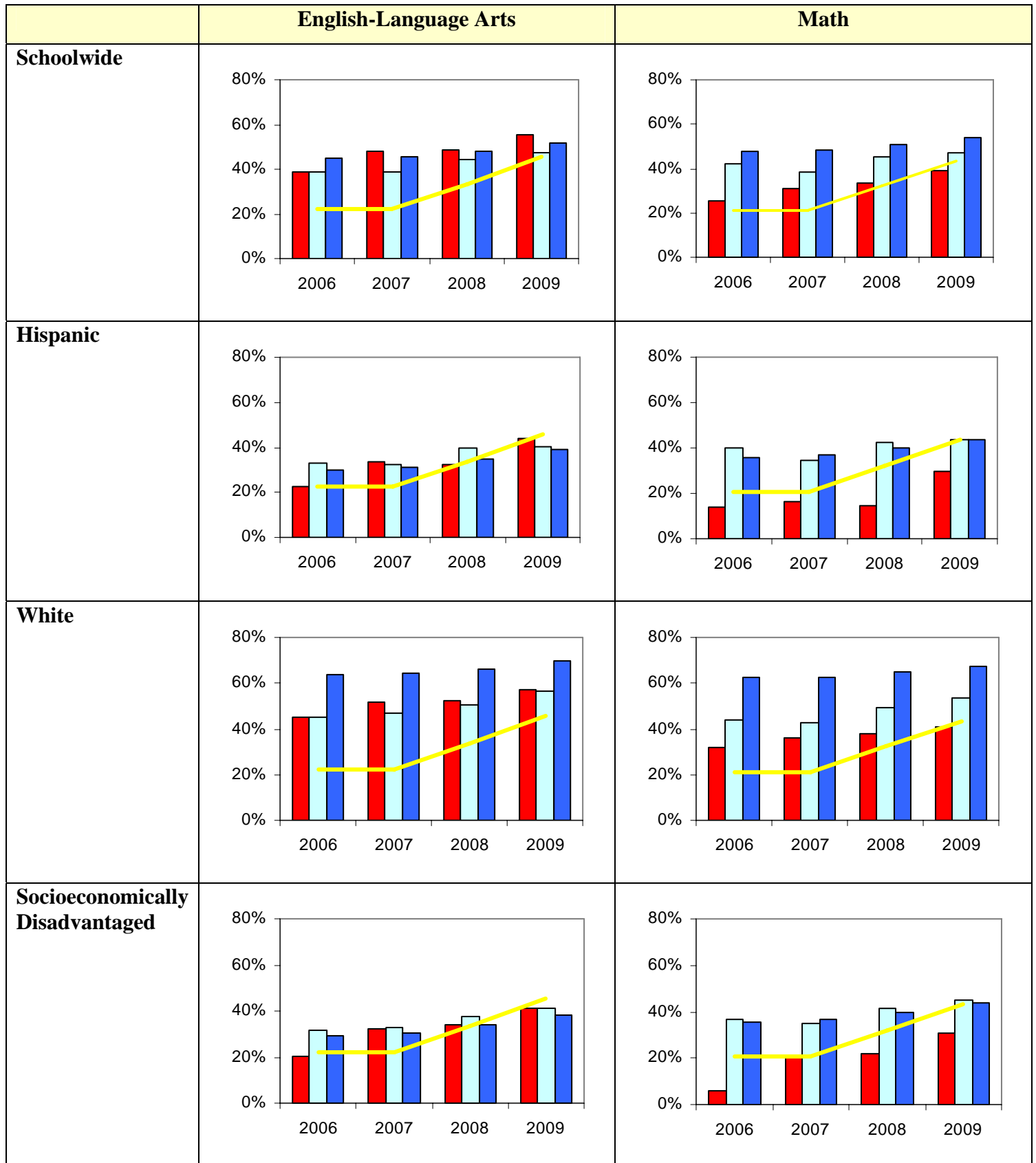
	2006 to 2007	2007 to 2008	2008 to 2009	2009 Growth API
All Students	+45	+18	+35	720
Hispanic/Latino	+54	+4	+42	641
White	+43	+16	+28	742
Socioeconomically Disadvantaged	+59	+21	+52	643

API Change by Subgroup



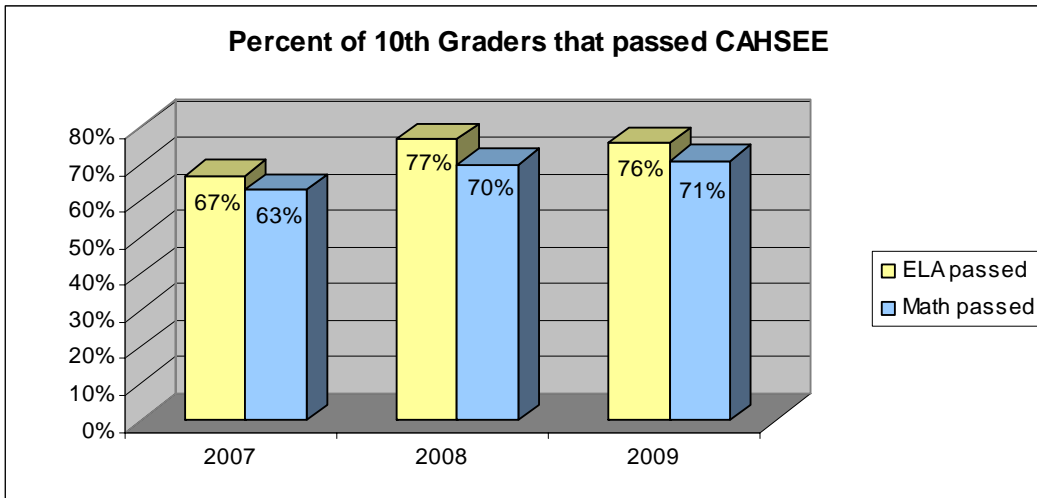
Schoolwide and Subgroup Annual Measurable Objectives (AMOs)- AYP

■ CWCS Percent Proficient
 ■ Waterford Unified Percent Proficient
 ■ Statewide Percent Proficient
— Target AMO for CWCS

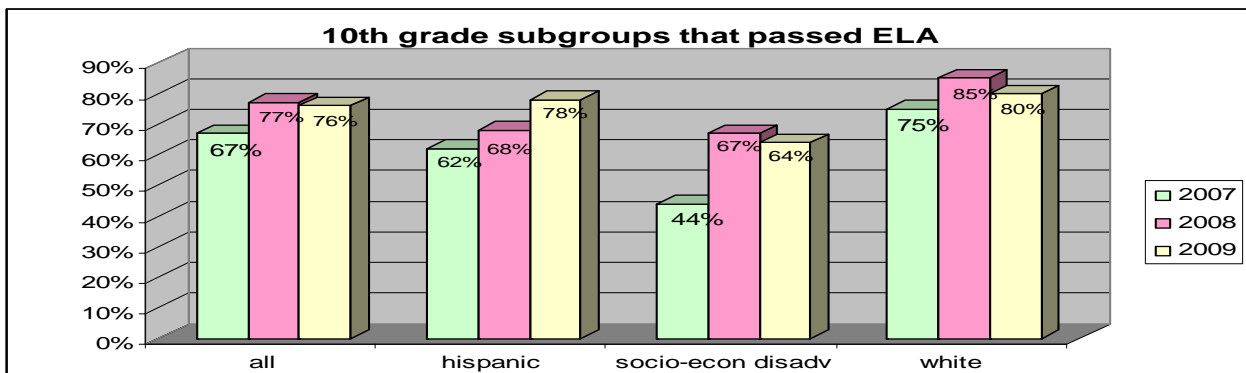
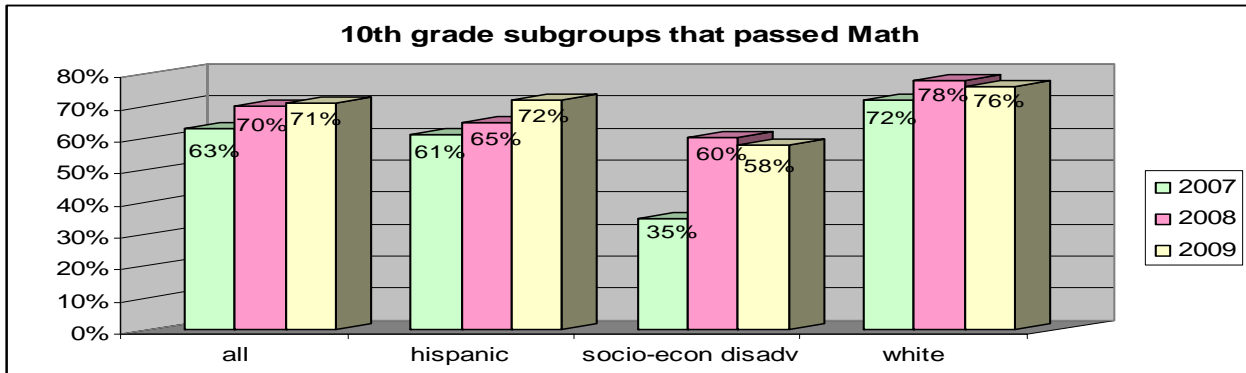


CAHSEE DATA

The data below shows an increase in the number of students passing both the ELA and Math portions of CAHSEE over the years. Data charts further indicate an increase in the number of passing scores for students in the subgroups of Hispanic ethnicity and Socio-Economically Disadvantaged.



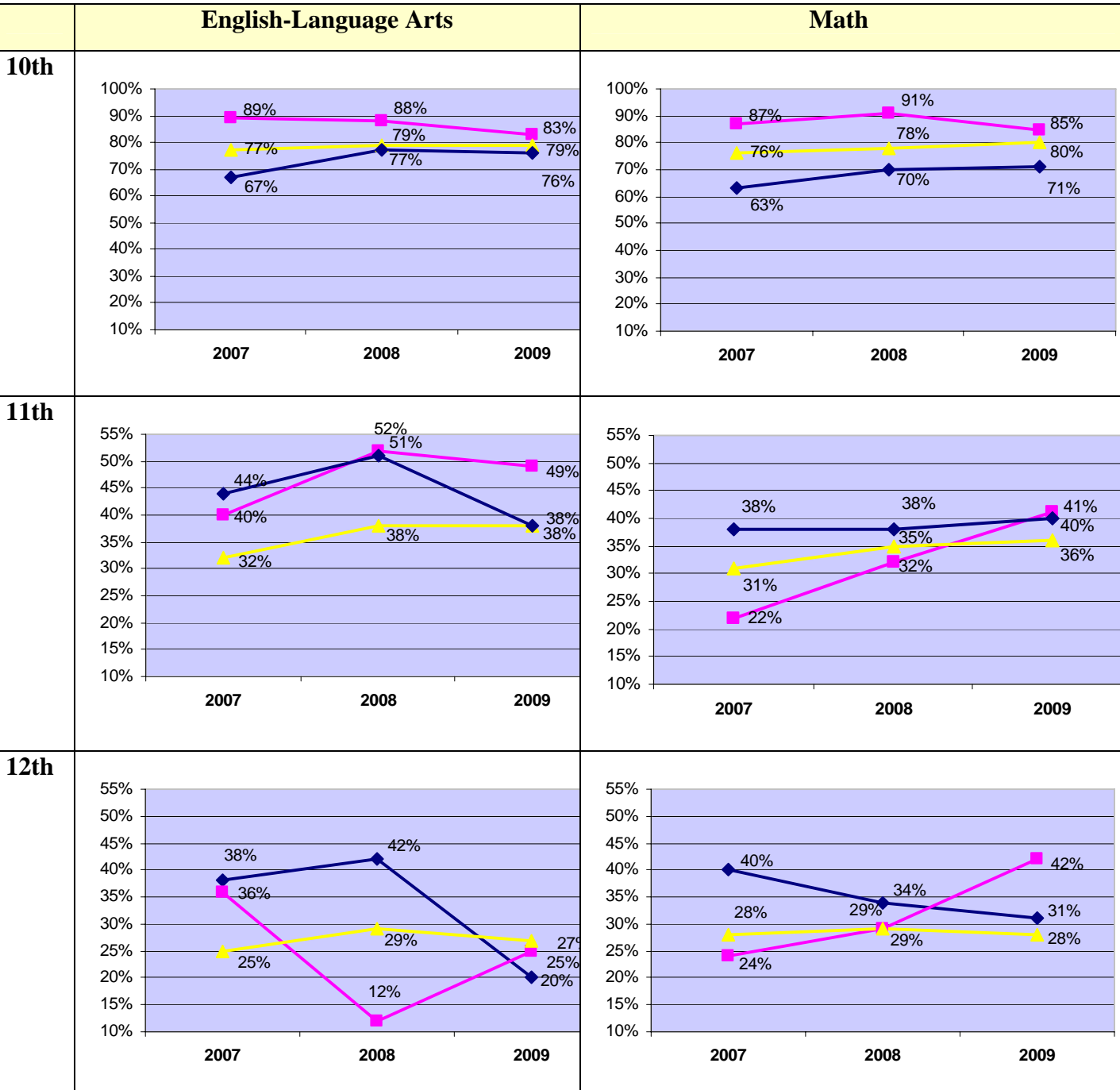
Percent of 10 th graders that passed CAHSEE				
	ELA tested	ELA passed	Math tested	Math passed
2007	187	126/67%	192	120/63%
2008	186	144/77%	191	133/70%
2009	183	139/76%	185	131/71%

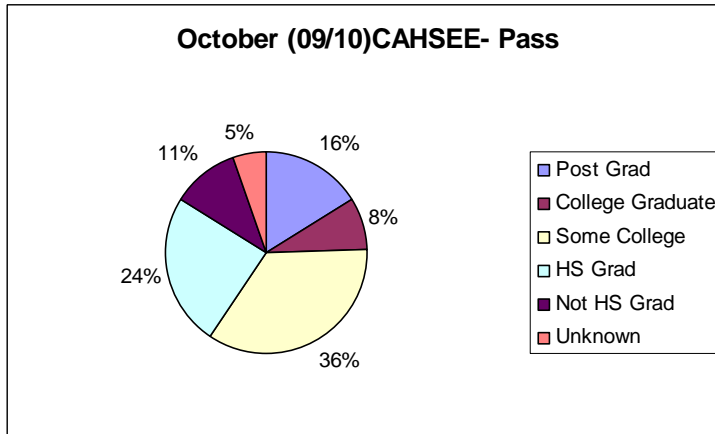
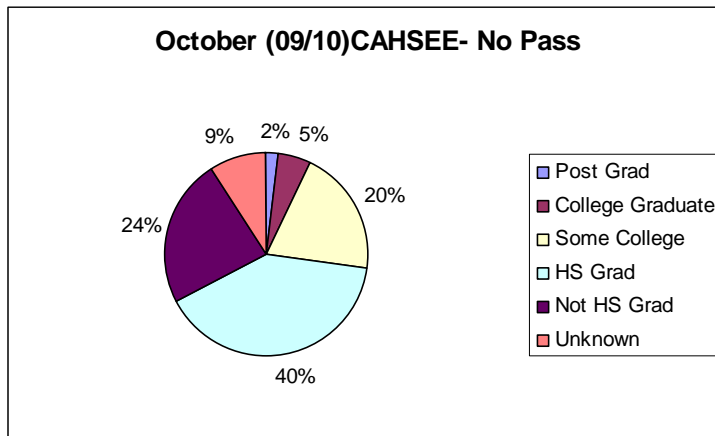


CAHSEE Passing Rates Comparison Chart

The charts below show the three year CAHSEE Passing Rates data for CWCS students in grades 10-12 compared with Waterford Unified and California. The 10th grade graphs demonstrate an increased achievement trend in both ELA and Math. The 11th grade graphs demonstrate CWCS students continue to pass at a higher rate than California. The 12th grade graphs demonstrate CWCS students continue to pass the Math portion of the CASHEE at a higher rate than California. After increasing during 07-08, our 12th grade passage rate for ELA dropped significantly in 08-09. It is important to note for 12th grade, relevant conclusions may not be characteristic due to the small sample size.

- ◆ CWCS Percent Passed
- Waterford Unified Percent Passed
- ▲ Statewide Percent Passed





CAHSEE Intensive Plan

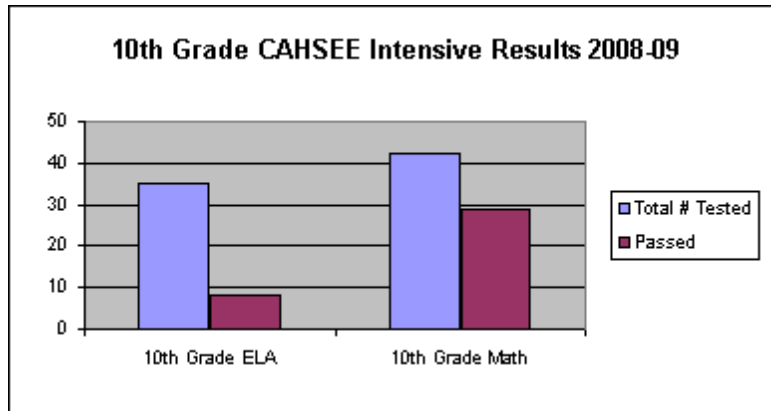
The CAHSEE Intensive Plan is an intervention program set up to help all CWCS students pass the CAHSEE in order to earn their diploma. Earning the diploma is the first priority in a student's educational endeavors, and therefore will take precedence over other elective activities when planning the Instructional Funds budget.

All 12th graders who have not passed either section of the CAHSEE **and** all 10th graders who score Far Below Basic or Below Basic on their 9th grade STAR test for math (general and algebra) or language arts are required to participate in the CAHSEE intensive plan. Our 11th graders who have not passed either section of the CAHSEE are not required to participate in an intensive course. They must have a CAHSEE PLIP, however, which could include tutoring, enrollment in courses and/or independent work using test prep materials such as Measuring Up or online test prep such as Study Island. Each student participating in CAHSEE intensive must choose a direct instruction HQT (highly qualified teacher) option that has been set up and attend all sessions.

CAHSEE Intensive Results 2009

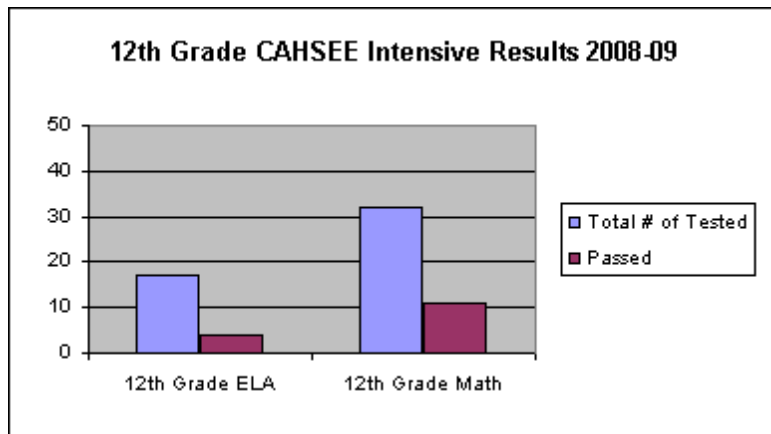
10th Grade 2008-2009 February CAHSEE Intensive Results

Subject	Total # Tested	Passed	Passed %
10th Grade ELA	35	8	23%
10th Grade Math	43	29	47%
Total	77.5	37	70%



12th Grade 2008-2009 February CAHSEE Intensive Results

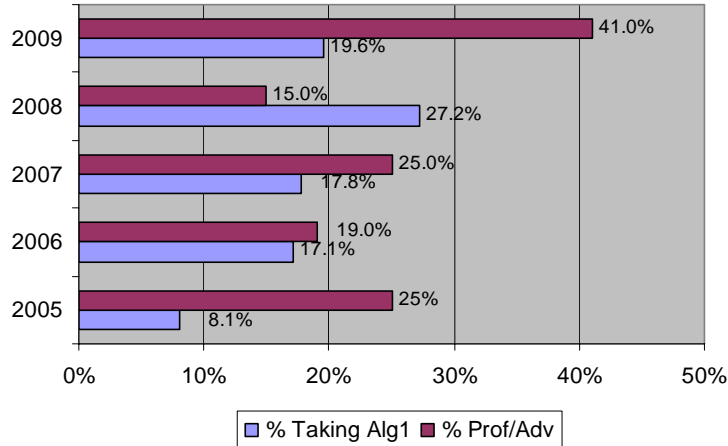
Subject	Total # of Tested	Passed	Passed %
12th Grade ELA	17	4	24%
12th Grade Math	32	11	34%
Totals	49	15	58%



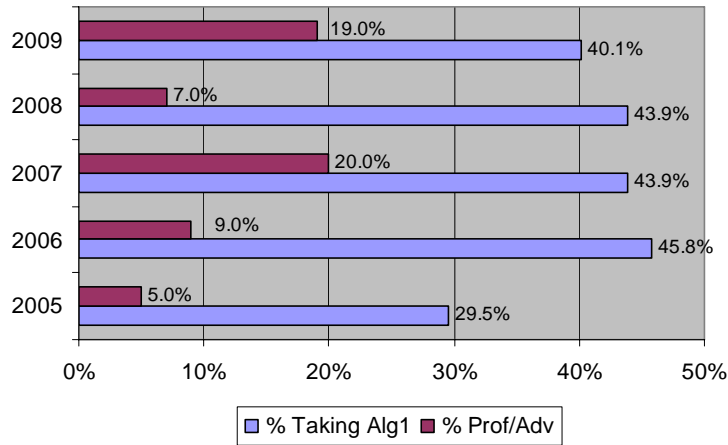
Algebra 1 Data

The below tables further disaggregate overall Algebra 1 CST performance. All grade level graphs demonstrate positive growth over the last five years. We attribute growth to better student placement, alignment of instruction to grade level standards, clarification of curriculum standards alignment, and creation of intervention programs.

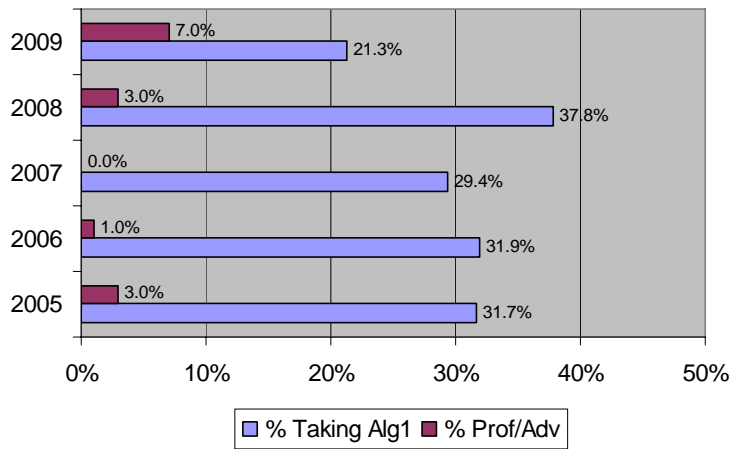
Math-8th Grade Algebra 1 CST



Math-9th Grade Algebra 1 CST



Math-10th Grade Algebra 1 CST



Math-11th Grade Algebra 1 CST

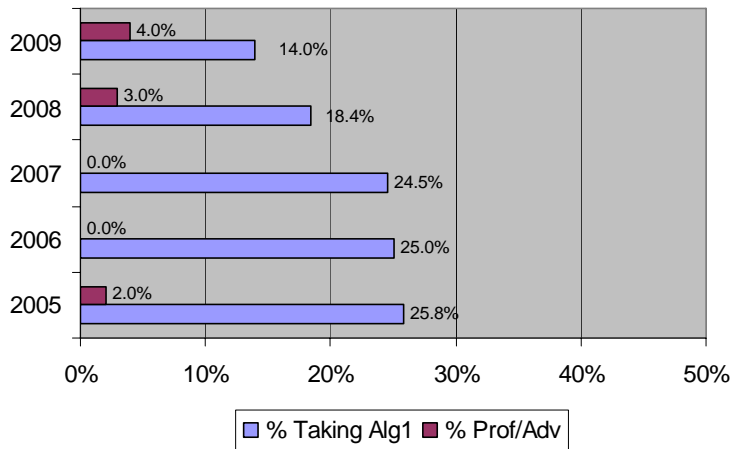


Table 1

Students Receiving Algebra Credits by Grade Level (2009)						
Grade	Pre Algebra	Algebra 1 Basic	Algebra 1 Regular	A-G Algebra 1	Algebra 2 Regular	A-G Algebra 2
8	0	0	0	4	0	1
9	42	5	62	36	4	10
10	15	7	46	12	16	17
11	1	3	38	5	18	16
12	3	7	19	1	4	7
Totals	61	22	165	58	42	51