



August 29, 2013

TO: Xavier De La Torre, Ed.D., County Superintendent of Schools

FROM: Dan Mason, Research Analyst, Assessment and Accountability
Lisa Andrew, Ed.D., Director, Assessment and Accountability
Angelica Ramsey, Ed.D., Chief Academic Officer, Educational Services Branch

SUBJECT: 2013 APR Release

On August 29, 2013, the California Department of Education (CDE) released the 2013 Accountability Progress Report (APR). The APR includes the 2013 Adequate Yearly Progress (AYP) report, the 2013-14 Program Improvement (PI) report, and the state 2013 Growth Academic Performance Index (API) report.

The Santa Clara County Office of Education's Assessment and Accountability Department prepared the following analysis of the 2013 APR data for your review. The first two sections of this report present results for the two federal accountability requirements, AYP and PI. The third section discusses state Growth API results.

2013 AYP Results

AYP is required under Title I of the federal Elementary and Secondary Education Act (ESEA). Schools and LEAs that receive Title I funds must meet all AYP criteria in order to meet federal ESEA accountability requirements. AYP targets increase each year through 2014 (see Figures 6-9).

For 2013 the AYP criteria are:

- Participation rate of 95%
 - 88.9% to 89.2% (depending on the type of school or district) percent proficient or above in English-Language Arts (ELA)
 - 88.7% to 89.5% (depending on the type of school or district) percent proficient or above in mathematics
 - A minimum API of 770 or 1 point growth
 - Graduation rate:
 - A four-year graduation rate of at least 90.0%
- or -

- Meet the four-year graduation rate Fixed Growth Target Rate, which is based on the difference between the school's, LEA's, or student group's baseline four-year cohort graduation rate (i.e., 2011 AYP graduation rate) and the 90 percent goal divided by the number of years remaining before the 2019 AYP (i.e., eight years). This difference was used to establish eight equal four year graduation rate targets and will not be recalculated again.
- or -
- Meet the four-year graduation rate Variable Growth Target Rate, which is based on the difference between the current graduation rate and the 90 percent goal divided by the number of years remaining before the 2019 AYP

AYP targets must be met schoolwide and by all numerically significant student groups, including ethnic subgroups, socioeconomically disadvantaged (SED) students, English Learners (EL), and students with disabilities (SWD).

Key findings from the 2013 AYP report include:

- With AYP targets rising each year, the percentage of schools statewide meeting all the targets declines each year. Santa Clara County (SCC) has experienced similar results. From 2012 to 2013, the percentage of SCC schools meeting all AYP targets dropped by 23 percentage points (from 36% in 2012 to 13% in 2013). Elementary schools posted the steepest decline; the percentage of SCC elementary schools meeting all AYP targets dropped by 29 percentage points (from 44% in 2012 to 15% in 2013). See Table 1, Figure 1.
- The AYP criteria that SCC schools of all types have the most difficulty meeting are the ELA and mathematics proficiency requirements. For the current reporting period it was necessary for roughly 89% of students to demonstrate proficiency or above. Only twenty percent of SCC schools met the ELA proficiency requirement and 29% met the math proficiency requirement. See Table 2, Figure 3.
- With the exceptions of the Hispanic and Filipino subgroups, SCC subgroup proficiency rates were higher than CA subgroup rates. See Figure 4, Figure 5.
- After years of increases in proficiency rates for all SCC subgroups, this year there was a leveling off and drops in proficiency rates from 2012. The county-wide SED subgroup was the only student group to post gains in both ELA and mathematics (from 48.9% to 49.6% in ELA and from 52.7% to 54.3% in mathematics). See Figure 6, Figure 7, Figure 8, Figure 9.
- For the first time, none of the county-wide subgroups reached the AYP targets for ELA, and at 90.9%, only the overall Asian subgroup surpassed the mathematics targets. See Figure 6, Figure 7, Figure 8, Figure 9.
- The SCC achievement gaps remain pronounced. In ELA, 45.5% of Hispanic students, along with 49.6% of both EL students and SED students, demonstrated proficiency,

compared to 87.2% of Asian students and 82.5% of white students. In mathematics, 49.2% of Hispanic students, in addition to 54.3% of SED and 58.8% of EL students, demonstrated proficiency, compared to 90.9% of Asian students and 80.3% of white students. See Figure 6, Figure 7, Figure 8, Figure 9.

Table 1: Percent of Schools Meeting All 2013 AYP Criteria, Santa Clara County vs. California				
		Santa Clara County	California	Figure #
All Schools	Successfully met all their AYP targets	13% (54/403)	14% (1,339/9,861)	Figure 1 Figure 2
	Change from 2012 to 2013	-23 percentage points	-12 percentage points	
Elementary	Successfully met all their AYP targets	15% (37/254)	10% (585/5,931)	Figure 1 Figure 2
	Change from 2012 to 2013	-29 percentage points	-17 percentage points	
Middle	Successfully met all their AYP targets	6% (4/67)	6% (84/1,438)	Figure 1 Figure 2
	Change from 2012 to 2013	-21 percentage points	-11 percentage points	
High	Successfully met all their AYP targets	16% (13/82)	27% (670/2,492)	Figure 1 Figure 2
	Change from 2012 to 2013	-2 percentage points	0 percentage points	

		All Schools*	Elementary	Middle	High	Figure #
Individual AYP Criteria (2013 Targets)	Participation Rate, ELA (95%)	97% (389/400)	98% (249/254)	100% (67/67)	92% (73/79)	Figure 3
	Participation Rate, math (95%)	98% (391/400)	99% (252/254)	97% (65/67)	94% (74/79)	Figure 3
	Percent Proficient, ELA (88.9% to 89.2%)	20% (79/403)	19% (47/254)	10% (7/67)	30% (25/82)	Figure 3
	Percent Proficient, math (88.7% to 89.5%)	29% (117/403)	36% (91/254)	10% (7/67)	23% (19/82)	Figure 3
	API Target (770 minimum or 1 point growth)	86% (321/374)	89% (224/251)	88% (57/65)	69% (40/58)	Figure 3
	Graduation Rate (90.0% or meeting Fixed Growth or Variable Growth Target Rates)	70% (43/61)	N/A	N/A	70% (43/61)	Figure 3

*There were 403 schools in SCC during the 2012-13 school year. Some alternative or small schools are not held accountable for API targets.

2013-14 Program Improvement (PI) Designations

PI is a formal designation for Title I-funded schools and LEAs that do not meet AYP criteria for two consecutive years in specific areas.

A Title I school will be identified for PI when, for each of two consecutive years, the school:

- Does not make AYP in the same content area (ELA or mathematics), or
- Does not make AYP on the same indicator (API or graduation rate)

A school is eligible to exit PI once it makes AYP for two consecutive years

The ESEA requires the CDE to annually review the performance of each LEA receiving Title I funds. The CDE must identify for PI any LEA that has not made AYP for two consecutive years in the same specific area. An LEA receiving Title I funds will be identified for PI status when, for each of two consecutive years, the LEA:

- Does not make AYP in the same content area (ELA or mathematics) and does not meet AYP criteria in the same content area in each grade span (grades two through five, grades six through eight, and grade ten), or
- Does not make AYP on the same indicator (API for all school types or graduation rate for high schools)

Key findings from the 2013-14 PI report include:

- There are 403 schools in Santa Clara County, of which 165 receive Title 1 funds. In total, 129 out of 165 SCC Title 1 schools (78%) are in PI for the 2013-14 school year. Across the state, 81% of schools (5,005 out of 6,204) are in PI. See Table 3, Table 4, Appendix D.
- Most SCC districts/LEAs (28 out of 32) receive Title I funds and 75% (21 of 28) are in PI. See Table 5. Across the state, 61% of Title I districts/LEAs (566 out of 927) are in PI.

Total Number of Title 1 Schools	165
Number of Title 1 Schools in PI in 2013-14	129
Percent of Title 1 Schools in PI in 2013-14	78%
Number of Title 1 Schools Not in PI	36

2013-14 PI Placement: Year 5	37
2013-14 PI Placement: Year 4	21
2013-14 PI Placement: Year 3	21
2013-14 PI Placement: Year 2	21
2013-14 PI Placement: Year 1	29
Total Number of Schools in PI in 2013-14	129

Table 5: Santa Clara County Districts by 2013-14 Program Improvement Status	
Alum Rock Union Elementary	Year 3
Berryessa Union Elementary	Year 3
Cambrian	Year 3
Campbell Union	Year 3
Cupertino Union	Year 3
East Side Union High	Year 3
Evergreen Elementary	Year 3
Franklin-McKinley Elementary	Year 3
Gilroy Unified	Year 3
Milpitas Unified	Year 3
Moreland	Year 3
Morgan Hill Unified	Year 3
Mt. Pleasant Elementary	Year 3
Oak Grove Elementary	Year 3
San Jose Unified	Year 3
Santa Clara County Office of Ed.	Year 3
Santa Clara Unified	Year 3
Sunnyvale	Year 3
Los Gatos Union Elementary	Year 1
Los Gatos-Saratoga Joint Union	Year 1
Union Elementary	Year 1

2013 Growth API Results

The Public Schools Accountability Act of 1999 established the API as part of a state accountability system. The API is a numeric index between 200 and 1000 which reflects school-wide and district-wide performance on tests in the Standardized Testing and Reporting (STAR) program and the California High School Exit Exam (CAHSEE). The State Board of Education has established an API score of 800 as the target to which all schools should aspire.

Each school has its own API Growth Target, and the target depends on the school's 2012 Base API (released in May 2013). The 2013 Growth API is compared to the 2012 Base API to determine whether schools met their targets. API Growth Targets must be met schoolwide and by all student groups including ethnic subgroups, SED, EL, and SWD.

More detailed information about the API can be found in Appendix G.

Key findings for the 2013 Growth API include:

- In 2013, SCC had a one-point decrease in API from 838 (2012 Base API) to 837 (2013 Growth API). At the same time, CA had a two-point decrease from 791 (2012 Base API) to 789 (2013 Growth API). See Table 6, Figure 11, Figure 12.
- After a majority of SCC schools demonstrated increases between their Base API and their Growth API the previous three years (79% in 2010, 69% in 2011 and 67% in 2012), in 2013 that figure dropped significantly, as only 37% of schools had an increase between their 2012 Base API and their 2013 Growth API. See Figure 16, Appendix E.4.
- The percentage of SCC schools that met API growth targets for the EL subgroup was notably higher than the percentage statewide (61% compared to 47%). However, the percentage of SCC schools that met API growth targets for the Hispanic subgroup was lower than the percentage statewide (49% compared to 52%). See Figure 14, Appendix E.3.
- Two-thirds (67%) of SCC schools were at or above the API target of 800, compared to 47% statewide. The SCC proportion was one percentage point below the previous year's proportion of 68%. See Figure 17, Appendix E.5.
- Four SCC elementary schools were ranked among the eight top-performing elementary schools in the state: William Faria Elementary (999), Murdock-Portal Elementary (995), L.P. Collins Elementary (993) and Nelson S. Dilworth Elementary (992). All four schools are Cupertino Union School District schools. See Appendix A.1.
- Three Cupertino Union School District middle schools were ranked among the the five top-performing middle schools in the state: John F. Kennedy Middle (986), Joaquin Miller Middle (983) and Sam H. Lawson Middle (979). See Appendix A.3.
- Three SCC high schools were ranked among the nine top-performing high schools in the state: Monta Vista High (956), Lynbrook High (942) and Saratoga High (938). See Appendix A.5.
- Cupertino Union, Los Altos Elementary, and Saratoga Union had the highest SCC district 2013 Growth APIs (962, 960, and 959 respectively). See Appendix C.
- Of all SCC elementary schools, Jeanne R. Meadows Elementary (Franklin-McKinley Elementary School District) had the highest increase in API; up 55 points, from 770 (2012 Base API) to 825 (2013 Growth API). See Appendix A.2.

Table 6: 2013 Growth API Results, Santa Clara County vs. California				
		Santa Clara County	California	Figure #
2013 Snapshot	2012 Base API	838	791	Figure 11
	2013 Growth API	837	789	Figure 12
	Percent of schools meeting schoolwide API Growth Targets	76% (287/379)	63% (5,612/8,854)	Figure 13
	Percent of schools meeting API Growth Targets, schoolwide and for all subgroups	47% (179/379)	42% (3,732/8,855)	Figure 15
	Percent of schools with increased API	37% (141/379)	39% (3,446/8,854)	Figure 16
	Percent of schools with Growth API at or above 800	67% (260/388)	47% (4,294/9,187)	Figure 17

Figure 1

**Santa Clara County
 Percent of Schools Meeting All AYP Criteria
 2005-2013**

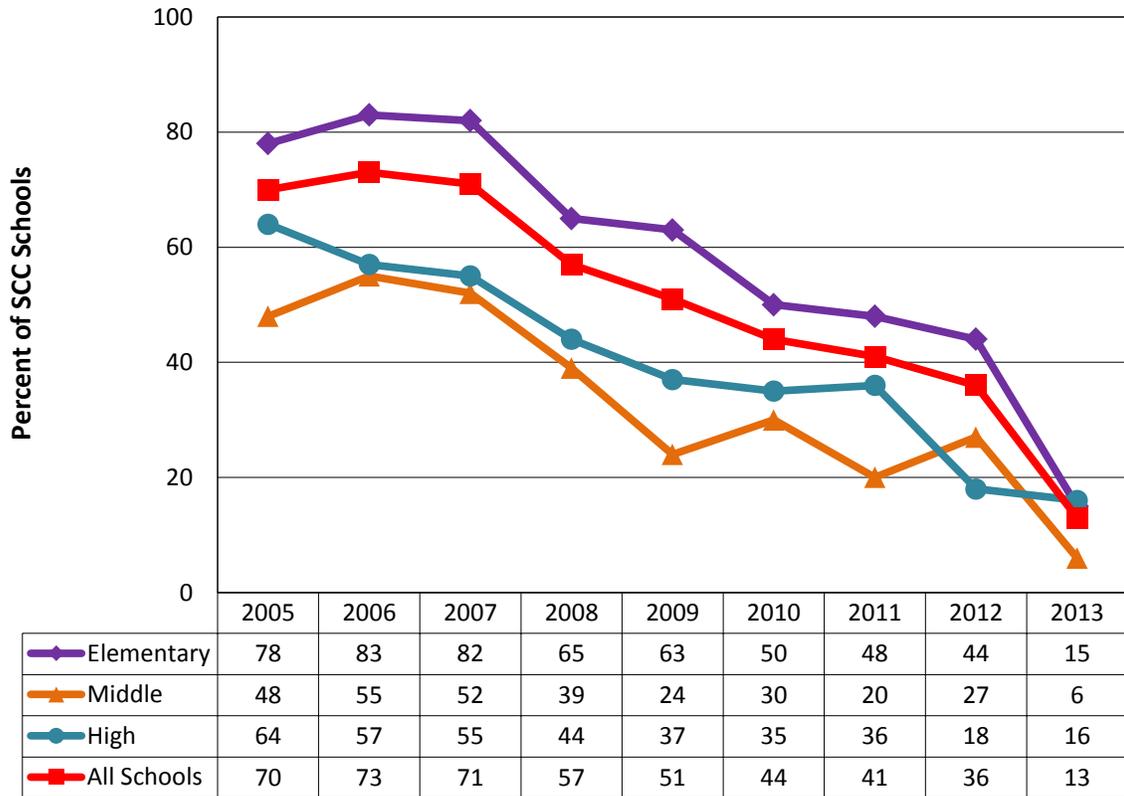


Figure 2

California
Percent of Schools Meeting All AYP Criteria
2005-2013

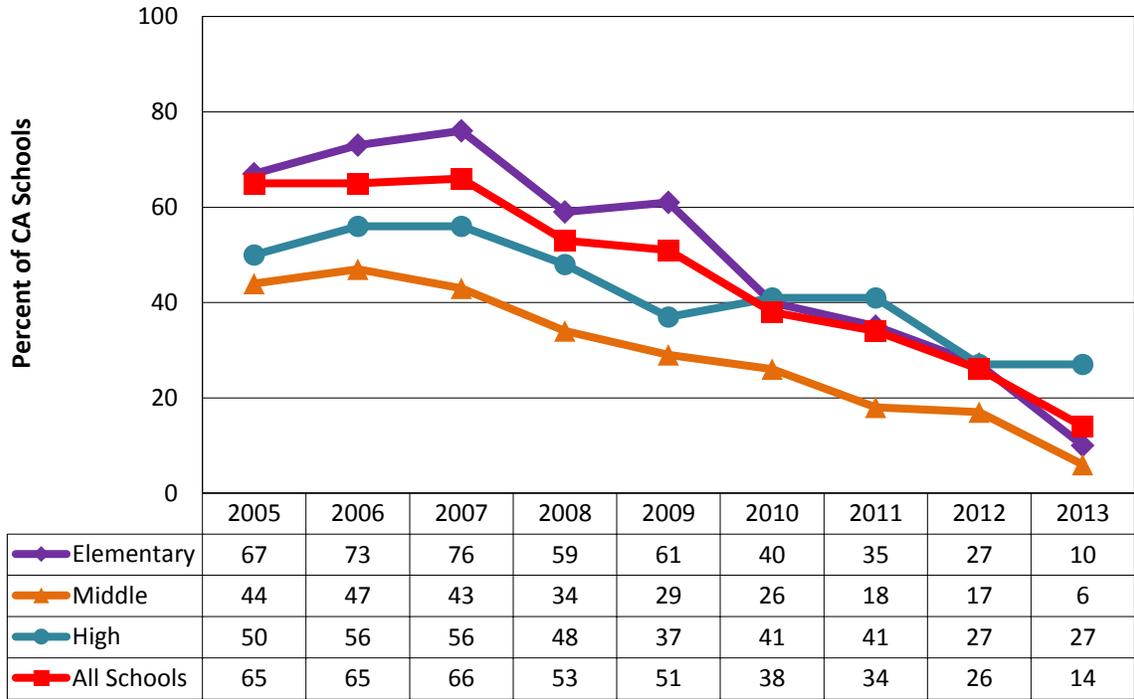
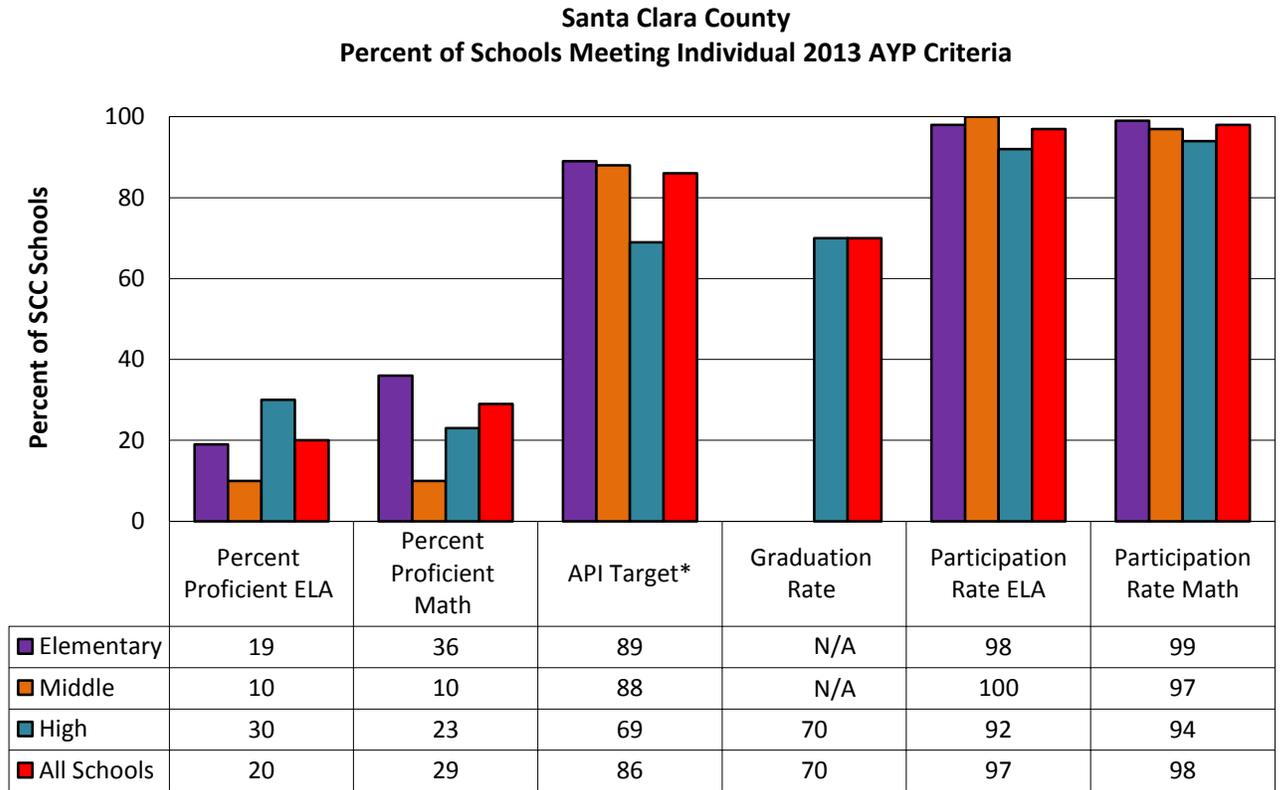


Figure 3



*API as an additional indicator for AYP: ESEA requires that each state adopt an “additional” indicator for AYP. California has chosen to use the API as an additional indicator for all schools and LEAs. To meet API requirement for the 2013 AYP, a school or LEA must have a 2013 Growth API of at least 770, or show growth of at least one point for 2012-13. Progress on the API is defined differently for AYP requirements than for the state API requirements.

Figure 4

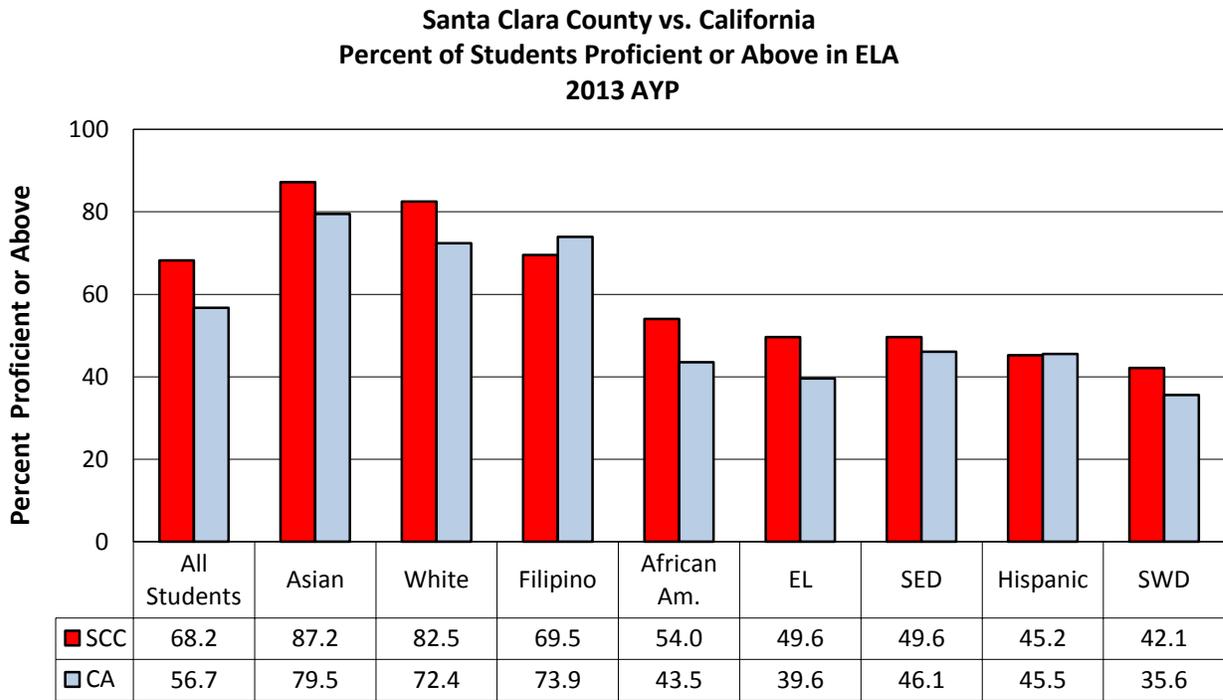


Figure 5

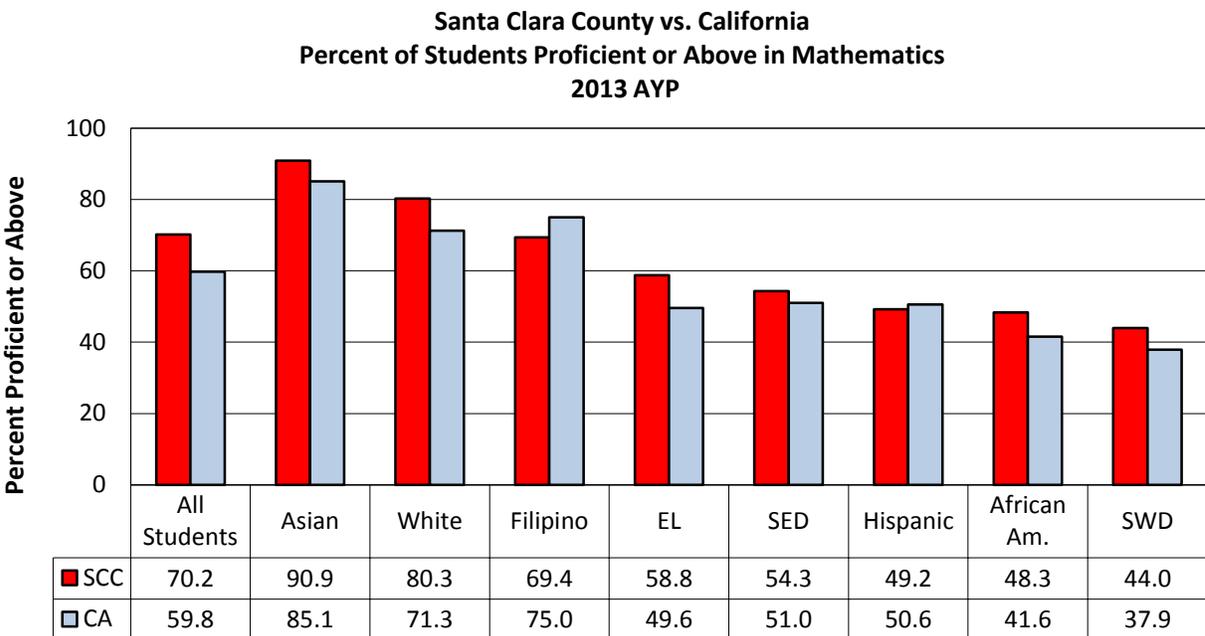
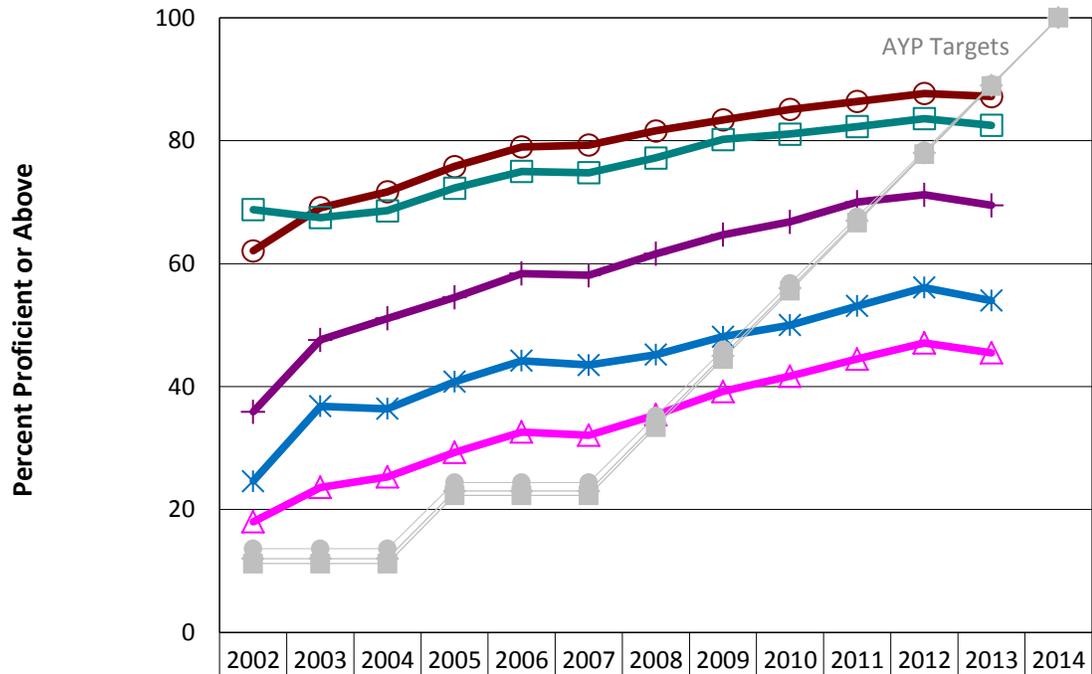


Figure 6

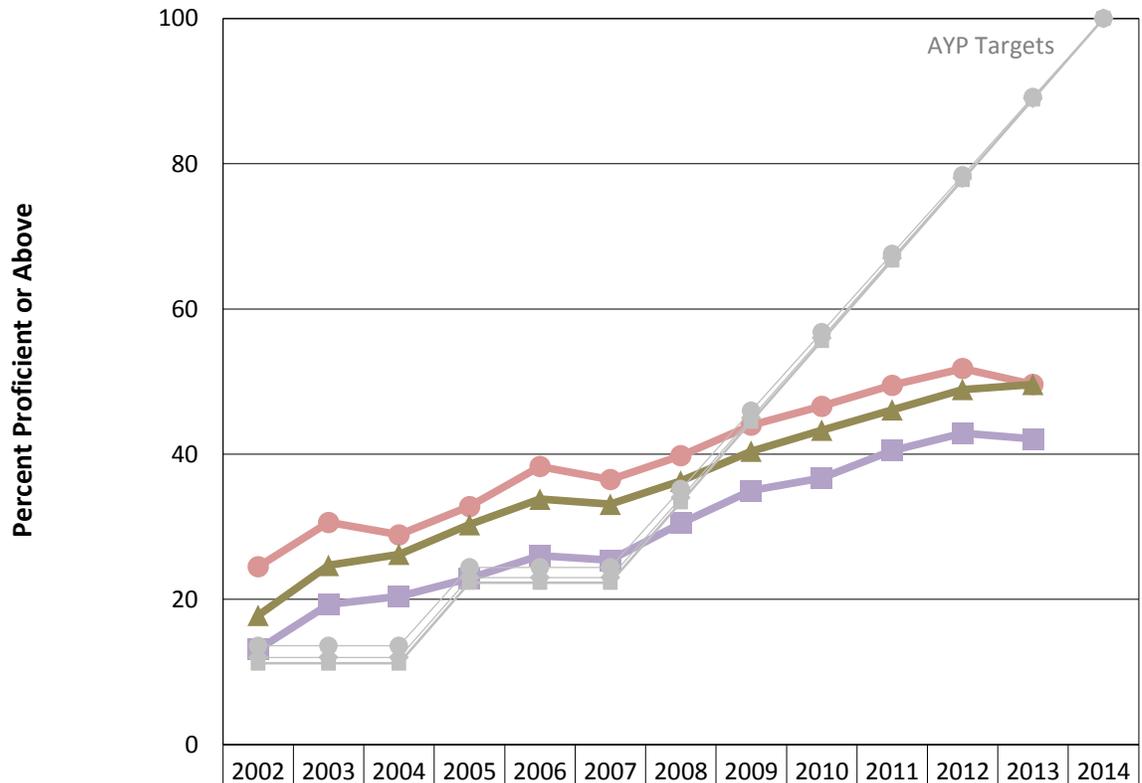
Santa Clara County
Percent of Students Proficient or Above in ELA, by Ethnicity
2002-2013 AYP



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Asian	62.1	69.1	71.7	75.8	79.0	79.3	81.6	83.4	85.1	86.4	87.7	87.2	
White	68.8	67.5	68.6	72.3	75.0	74.8	77.2	80.2	81.1	82.3	83.6	82.5	
Filipino	35.9	47.6	51.1	54.5	58.4	58.1	61.6	64.7	66.8	70.0	71.2	69.5	
African Am.	24.6	36.8	36.4	40.8	44.2	43.5	45.2	48.1	50.0	53.1	56.1	54.0	
Hispanic	18.0	23.6	25.3	29.3	32.6	32.1	35.4	39.2	41.7	44.5	47.1	45.5	
Elem Schools, Middle Schools, Elem School Districts	13.6	13.6	13.6	24.4	24.4	24.4	35.2	46.0	56.8	67.6	78.4	89.2	100.0
Unified School Districts, High School Districts, and COE	12.0	12.0	12.0	23.0	23.0	23.0	34.0	45.0	56.0	67.0	78.0	89.0	100.0
High Schools, High School Districts	11.2	11.2	11.2	22.3	22.3	22.3	33.4	44.5	55.6	66.7	77.8	88.9	100.0

Figure 7

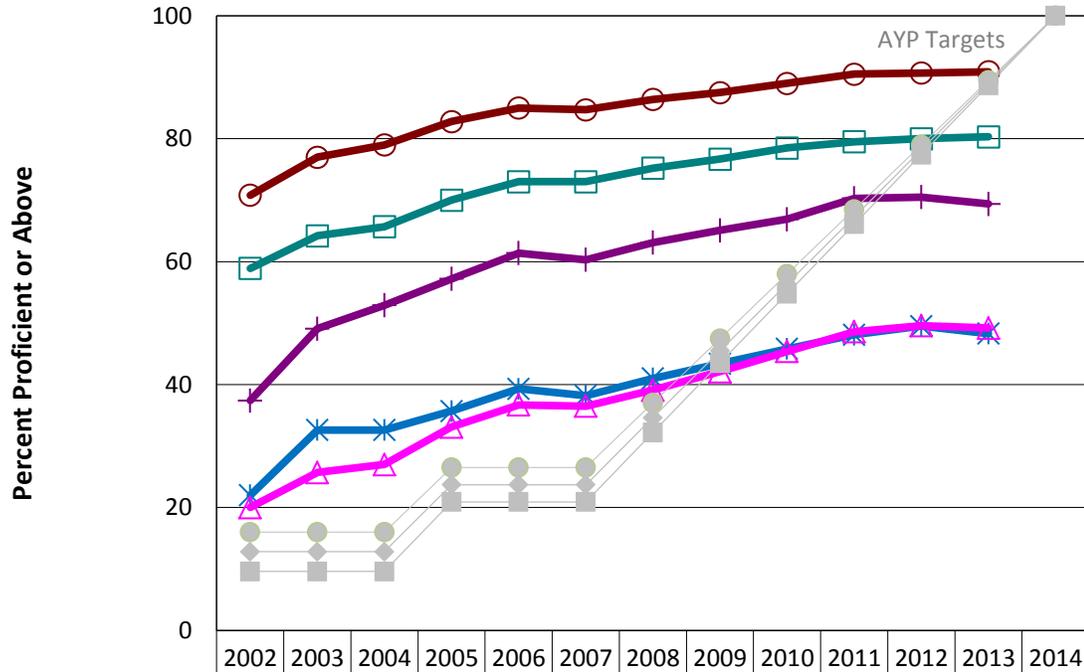
**Santa Clara County
 Percent Proficient or Above in ELA, by Program
 2002-2013 AYP**



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
EL	24.5	30.6	28.9	32.8	38.3	36.5	39.8	44.0	46.6	49.5	51.8	49.6	
SED	17.8	24.7	26.2	30.3	33.8	33.1	36.3	40.4	43.3	46.1	48.9	49.6	
SWD	13.1	19.3	20.4	22.9	26.0	25.4	30.5	35.0	36.7	40.5	42.9	42.1	
Elem Schools, Middle Schools, Elem School Districts	13.6	13.6	13.6	24.4	24.4	24.4	35.2	46.0	56.8	67.6	78.4	89.2	100.0
Unified School Districts, High School Districts, and COE	12.0	12.0	12.0	23.0	23.0	23.0	34.0	45.0	56.0	67.0	78.0	89.0	100.0
High Schools, High School Districts	11.2	11.2	11.2	22.3	22.3	22.3	33.4	44.5	55.6	66.7	77.8	88.9	100.0

Figure 8

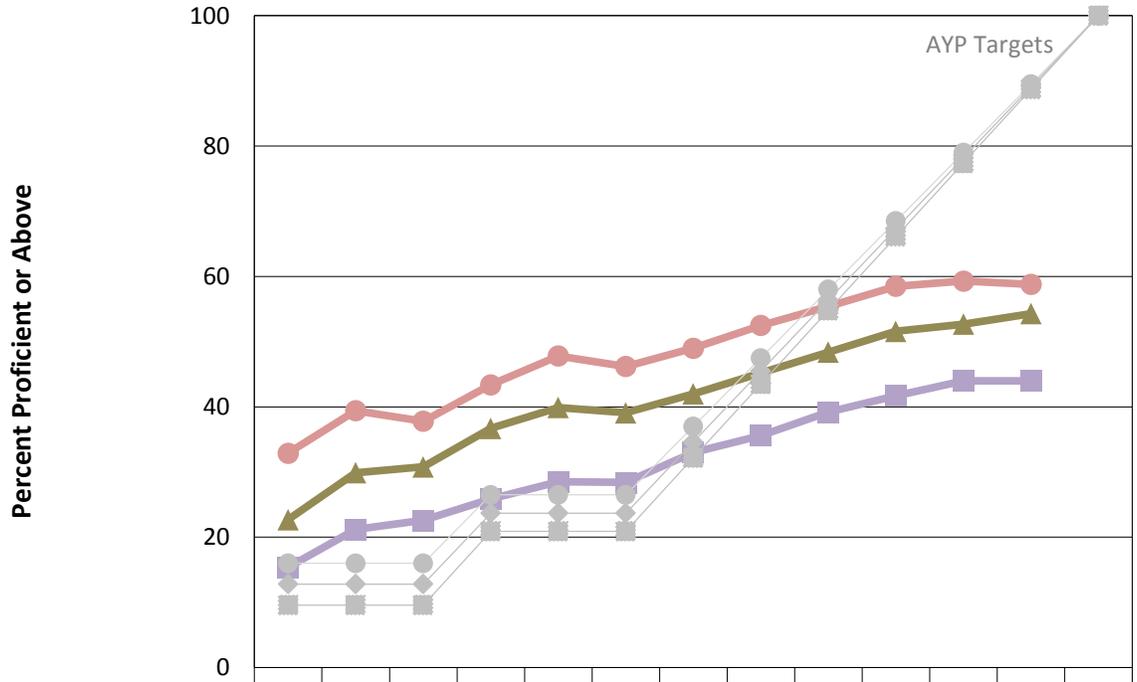
**Santa Clara County
 Percent of Students Proficient or Above in Mathematics, by Ethnicity
 2002-2013 AYP**



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Asian	70.8	77.0	79.0	82.8	85.0	84.7	86.4	87.5	89.0	90.5	90.7	90.9	
White	58.9	64.2	65.7	70.0	73.0	73.0	75.2	76.7	78.5	79.5	80.0	80.3	
Filipino	37.4	49.1	52.9	57.2	61.4	60.3	63.1	65.1	66.9	70.3	70.5	69.4	
African Am.	22.0	32.6	32.6	35.7	39.3	38.2	41.0	43.4	45.8	48.1	49.5	48.3	
Hispanic	20.0	25.7	27.0	33.1	36.7	36.5	39.1	42.1	45.4	48.6	49.6	49.2	
Elem Schools, Middle Schools, Elem School Districts	16.0	16.0	16.0	26.5	26.5	26.5	37.0	47.5	58.0	68.5	79.0	89.5	100.0
Unified School Districts, High School Districts, and COE	12.8	12.8	12.8	23.7	23.7	23.7	34.6	45.5	56.4	67.3	78.2	89.1	100.0
High Schools, High School Districts	9.6	9.6	9.6	20.9	20.9	20.9	32.2	43.5	54.8	66.1	77.4	88.7	100.0

Figure 9

**Santa Clara County
 Percent Proficient or Above in Mathematics, by Program
 2002-2013 AYP**



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
EL	32.9	39.4	37.8	43.4	47.8	46.2	49.0	52.5	55.4	58.5	59.3	58.8	
SED	22.7	29.9	30.8	36.7	39.9	39.1	42.0	45.2	48.4	51.6	52.7	54.3	
SWD	15.4	21.2	22.6	25.9	28.5	28.4	33.0	35.6	39.2	41.7	44.0	44.0	
Elem Schools, Middle Schools, Elem School Districts	16.0	16.0	16.0	26.5	26.5	26.5	37.0	47.5	58.0	68.5	79.0	89.5	100.0
Unified School Districts, High School Districts, and COE	12.8	12.8	12.8	23.7	23.7	23.7	34.6	45.5	56.4	67.3	78.2	89.1	100.0
High Schools, High School Districts	9.6	9.6	9.6	20.9	20.9	20.9	32.2	43.5	54.8	66.1	77.4	88.7	100.0

Figure 10

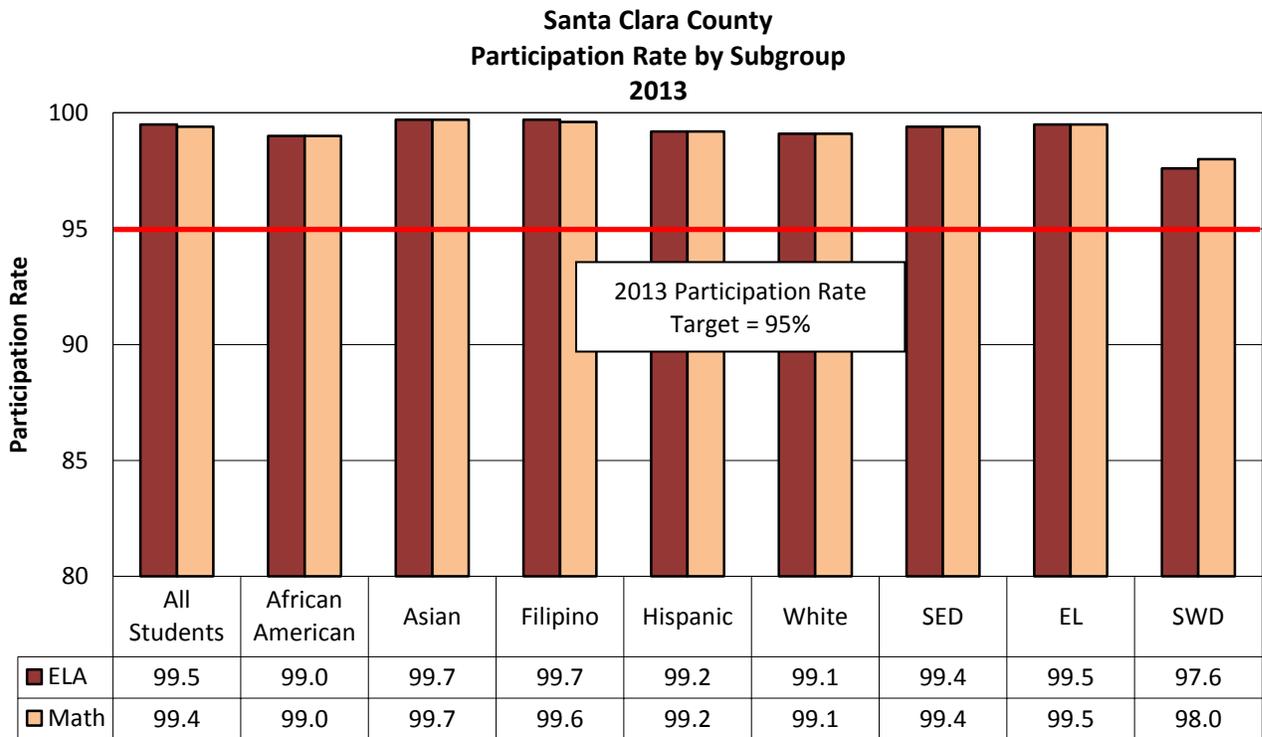


Figure 11

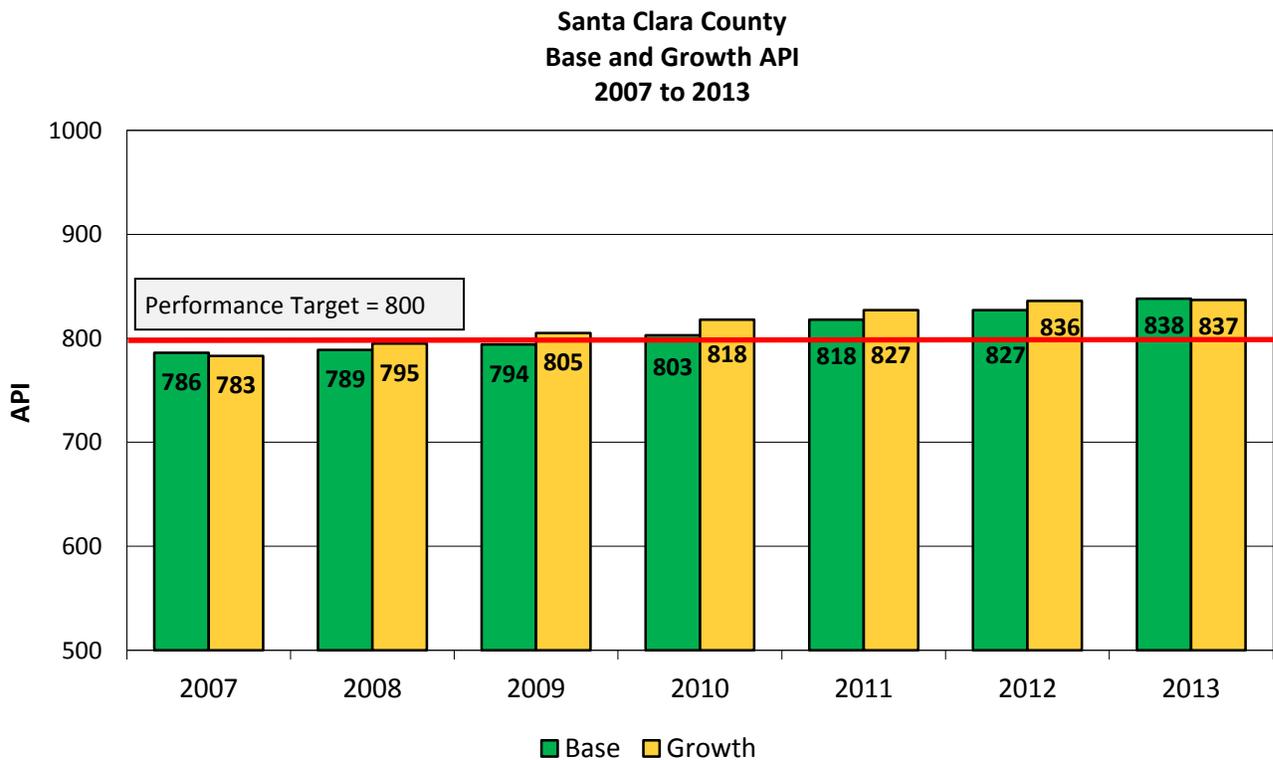


Figure 12

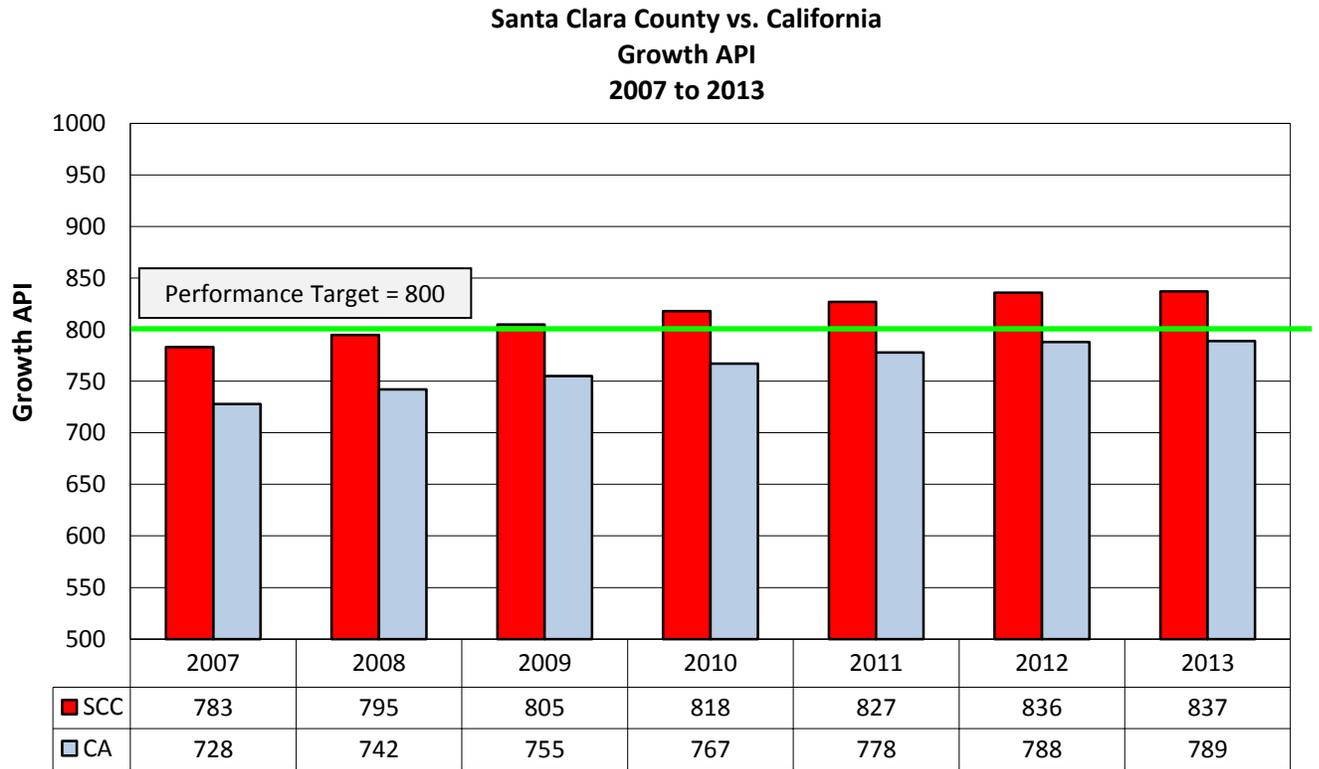


Figure 13

**Santa Clara County vs. California
Percent of Schools Meeting Schoolwide 2013 Growth API Targets**

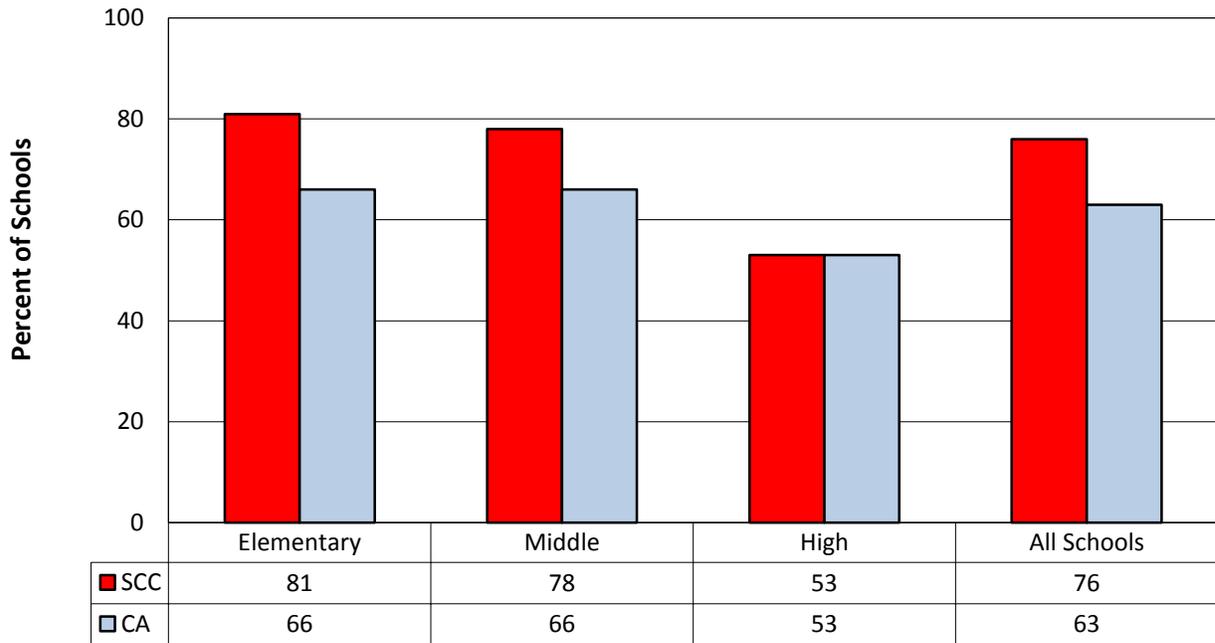
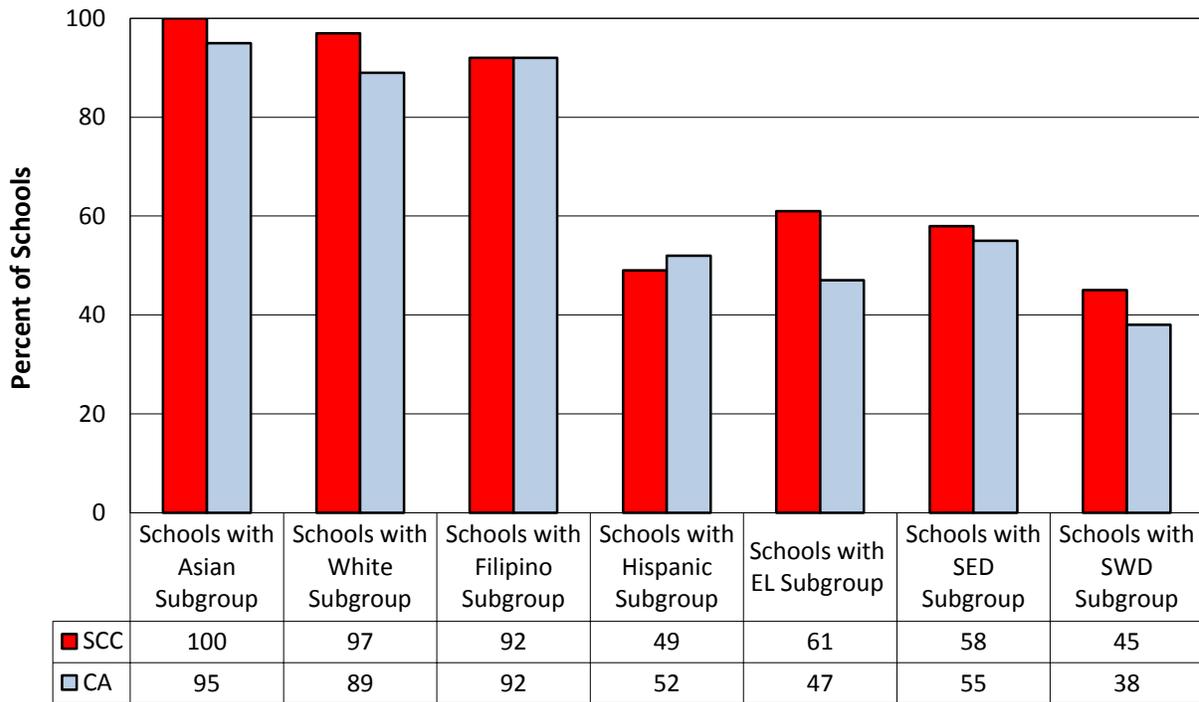


Figure 14

**Santa Clara County vs. California
Percent of Schools Meeting 2013 API Growth Targets for Subgroups***



* The African American subgroup growth target is excluded from this figure because there were no schools in Santa Clara County with a numerically significant number of African American students.

Figure 15

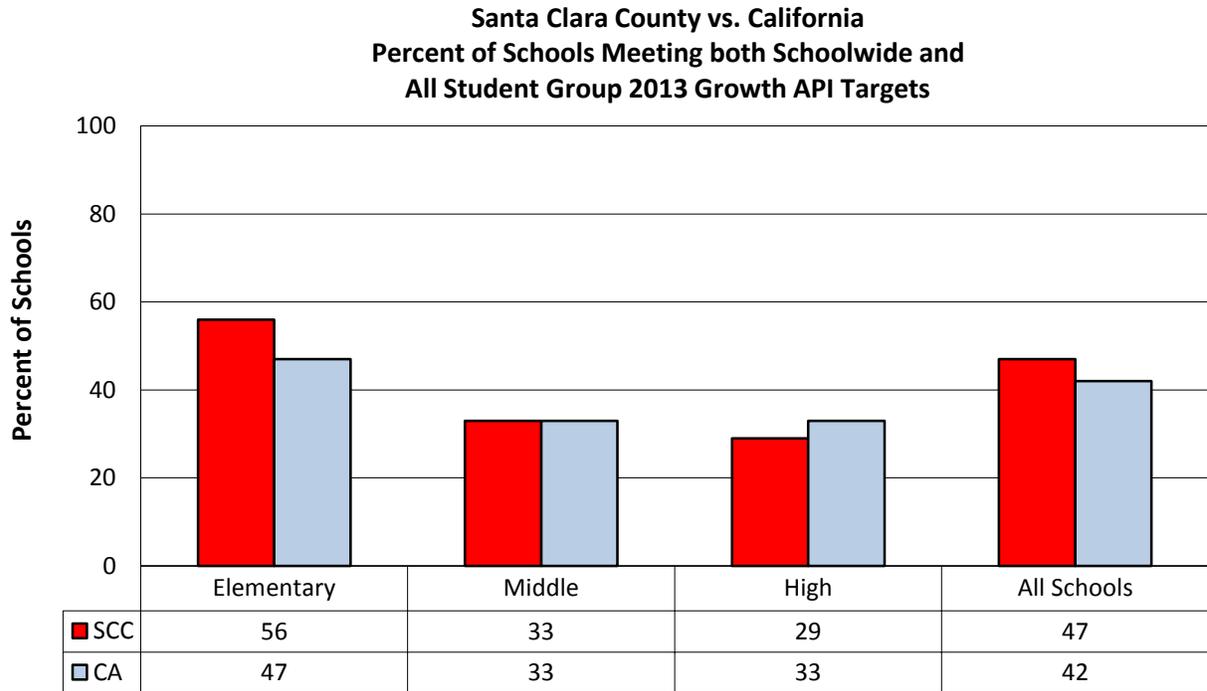


Figure 16

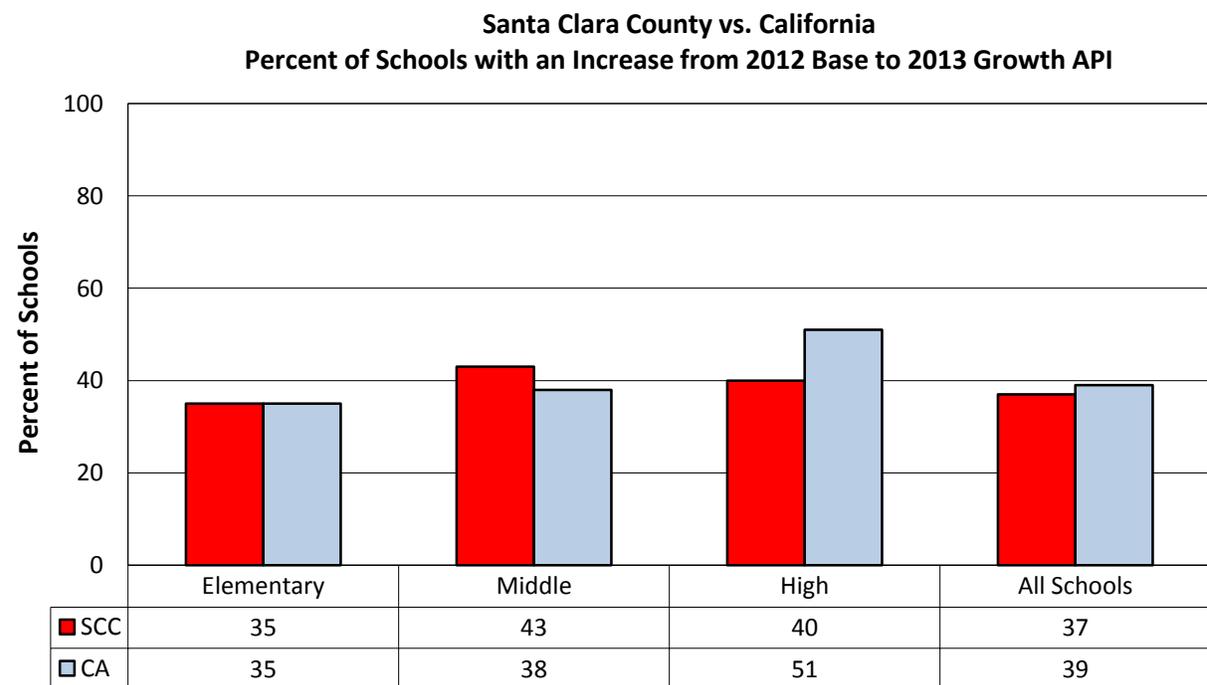
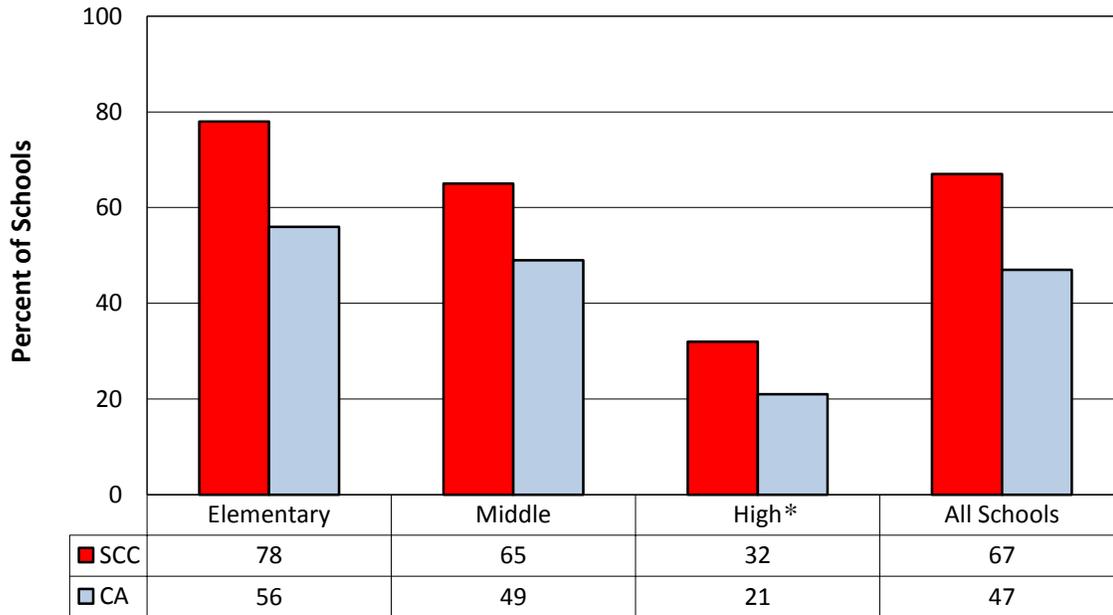


Figure 17

**Santa Clara County vs. California
Percent of Schools At or Above the API Target of 800
2013**



*ASAM schools are now receiving API reports under the API system and many did not meet their growth targets. The ASAM was adopted by the SBE in 2000 as the alternative accountability system. The ASAM includes schools that serve students at risk of dropping out and who tend to be highly mobile. ASAM schools have previously received an API report for AYP purposes but did not receive growth targets or rankings (statewide and similar schools).

In October 2010, the Governor signed the state budget and in doing so vetoed the data collection and reporting of the ASAM program as well as for identifying and disseminating best practices of alternative schools. Due to the lack of funding, the CDE eliminated ASAM reporting beginning with the 2009-10 ASAM cycle; however, the ASAM designation still continues.

Starting with the 2010 Base API, the CDE:

- Designates schools as ASAM if the school meets the established SBE criteria. This includes:
 - Posting the ASAM application on the CDE ASAM Web pages and accepting applications from eligible schools.
 - Continuing to review applications for compliance with SBE criteria and notifying the schools of their ASAM status.
 - Maintaining a database of all ASAM schools and updating it annually.
- Provides all ASAM schools API reports under the API system.
 - ASAM schools receive Base API reports with growth targets
 - ASAM schools do not receive statewide ranks or similar schools ranks.

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These activities are consistent with existing state and federal law as it relates to accountability for alternative schools and are appropriate for existing resources. More information about the ASAM is located on the CDE ASAM Web page at <http://www.cde.ca.gov/ta/ac/am/>.¹

¹ *2012-13 Academic Performance Index Reports Information Guide*, prepared by the California Department of Education, May 2013, p. 20 (<http://www.cde.ca.gov/ta/ac/ap/>).

Appendix A: Lists of Santa Clara County schools with top 50 API scores, and of Santa Clara County schools with the largest gains in API from 2012 Base to 2013 Growth

Appendix A.1: Santa Clara County Elementary Schools Ranked in the Top 50 Statewide				
Elementary School	District	2012 Base API	2013 Growth API	Top 50 Elem. Rank Statewide
William Faria Elementary	Cupertino Union	998	999	1
Murdock-Portal Elementary	Cupertino Union	997	995	4
L. P. Collins Elementary	Cupertino Union	985	993	7
Nelson S. Dilworth Elementary	Cupertino Union	988	992	8
Bullis Charter	Santa Clara County Office of Ed.	994	989	14
Millikin Elementary	Santa Clara Unified	998	989	14
Herbert Hoover Elementary	Palo Alto Unified	995	987	17
Independent Study Program	Mountain View Whisman	988	987	17
Tom Matsumoto Elementary	Evergreen Elementary	988	985	22
Oak Avenue Elementary	Los Altos Elementary	983	984	24
R. I. Meyerholz Elementary	Cupertino Union	978	982	25
Abraham Lincoln Elementary	Cupertino Union	980	980	29
Garden Gate Elementary	Cupertino Union	986	979	30
Silver Oak Elementary	Evergreen Elementary	976	976	38
William Regnart Elementary	Cupertino Union	975	976	38
Covington Elementary	Los Altos Elementary	981	973	44
Louis E. Stocklmeir Elementary	Cupertino Union	969	973	44

Appendix A.2: The 20 Santa Clara County Elementary Schools with the Largest Gains in API				
Elementary School	District	2012 Base API	2013 Growth API	Change
Jeanne R. Meadows Elementary	Franklin-McKinley Elementary	770	825	55
Jackson Academy of Music and Math (JAMM)	Morgan Hill Unified	751	793	42
Voices College-Bound Language Academy	Franklin-McKinley Elementary	859	896	37
Almaden Elementary	San Jose Unified	773	807	34
Vargas Elementary	Sunnyvale	743	776	33
Barrett Elementary	Morgan Hill Unified	757	788	31
Robert F. Kennedy Elementary	Franklin-McKinley Elementary	773	800	27
Ohlone Elementary	Palo Alto Unified	920	946	26
Lyndale Elementary	Alum Rock Union Elementary	769	794	25
Stevenson Elementary	Mountain View Whisman	915	939	24
Rosemary Elementary	Campbell Union	811	835	24
Rucker Elementary	Gilroy Unified	781	805	24
William R. Rogers Elementary	Alum Rock Union Elementary	781	805	24
Blackford Elementary	Campbell Union	760	784	24
Del Roble Elementary	Oak Grove Elementary	769	788	19
Cadwallader Elementary	Evergreen Elementary	877	895	18
George Mayne Elementary	Santa Clara Unified	822	840	18
Lynhaven Elementary	Campbell Union	790	808	18
Frank L. Huff Elementary	Mountain View Whisman	941	958	17
A. J. Dorsa Elementary	Alum Rock Union Elementary	763	780	17

Appendix A.3: Santa Clara County Middle Schools Ranked in the Top 50 Statewide				
Middle School	District	2012 Base API	2013 Growth API	Top 50 M.S. Rank Statewide
John F. Kennedy Middle	Cupertino Union	985	986	1
Joaquin Miller Middle	Cupertino Union	987	983	4
Sam H. Lawson Middle	Cupertino Union	983	979	5
Ardis G. Egan Junior High	Los Altos Elementary	981	976	9
Terman Middle	Palo Alto Unified	960	968	13
Redwood Middle	Saratoga Union Elementary	979	965	14
Georgina P. Blach Junior High	Los Altos Elementary	971	957	23
Chaboya Middle	Evergreen Elementary	947	950	30
Jane Lathrop Stanford Middle	Palo Alto Unified	937	942	42

Appendix A.4: The 10 Santa Clara County Middle Schools with the Largest Gains in API				
Middle School	District	2012 Base API	2013 Growth API	Change
Sunrise Middle	San Jose Unified	573	648	75
Joseph George Middle	Alum Rock Union Elementary	732	757	25
Castillero Middle	San Jose Unified	822	846	24
Lewis H. Britton Middle	Morgan Hill Unified	778	802	24
Sylvandale Middle	Franklin-McKinley Elementary	713	735	22
KIPP Heartwood Academy	Alum Rock Union Elementary	907	922	15
John Muir Middle	San Jose Unified	772	787	15
Isaac Newton Graham Middle	Mountain View Whisman	853	866	13
South Valley Middle	Gilroy Unified	774	787	13
Price Charter Middle	Cambrian	874	883	9

Appendix A.5: Santa Clara County High Schools Ranked in the Top 50 Statewide				
High School	District	2012 Base API	2013 Growth API	Top 50 H.S. Rank Statewide
Monta Vista High	Fremont Union High	957	956	4
Lynbrook High	Fremont Union High	946	942	8
Saratoga High	Los Gatos-Saratoga Joint Union	932	938	9
Dr. T. J. Owens Gilroy Early College Academy	Gilroy Unified	931	932	16
Henry M. Gunn High	Palo Alto Unified	918	917	31
Cupertino High	Fremont Union High	900	906	45
Palo Alto High	Palo Alto Unified	906	905	47

Appendix A.6: The 10 Santa Clara County High Schools with the Largest Gains in API				
High School	District	2012 Base API	2013 Growth API	Change
Phoenix High	East Side Union High	423	533	110
Middle College High	San Jose Unified	741	793	52
Liberty High (Alternative)	San Jose Unified	529	561	32
Oak Grove High	East Side Union High	693	717	24
Mt. Madonna High	Gilroy Unified	562	583	21
Prospect High	Campbell Union High	775	794	19
County Community	Santa Clara County Office of Ed.	438	456	18
William C. Overfelt High	East Side Union High	658	676	18
Santa Clara High	Santa Clara Unified	766	782	16
Leigh High	Campbell Union High	819	833	14

Appendix B: List of Santa Clara County schools that did not receive a 2013 API Growth score

School	District	Flag*
Christa McAuliffe Elementary	Cupertino Union	1
Ruskin Elementary	Berryessa Union Elementary	2
Berryessa Union Elementary	Berryessa Union Elementary	4
Camden Community Day	Campbell Union High	4
Community Day	Fremont Union High	4
EDGE	Santa Clara County Office of Ed.	4
Gunderson Plus (Continuation)	San Jose Unified	4
Lincoln Plus High	San Jose Unified	4
Milpitas Community Day	Milpitas Unified	4
San Jose Community High	San Jose Unified	4
San Jose Community Middle	San Jose Unified	4
Santa Clara Community Day	Santa Clara Unified	4
The Academy	Oak Grove Elementary	4
Community Career Academy (Continuation)	San Jose Unified	6
San Jose Conservation Corps Charter	East Side Union High	6

*See below for flag definitions.

Flag Definitions for the 2013 Growth API Data File

Flag Value	Flag Definition
1	<p>This school's proportion of students excused at parent request compared to its 2013 Standardized Testing and Reporting (STAR) program enrollment on the first day of testing is equal to or greater than 10 percent.</p> <p>When a school's proportion of parental waivers is equal to or greater than 10 but less than 20 percent, the California Department of Education (CDE) conducts standard statistical tests to check whether the pupils tested at the school were representative of the entire school's population. This school failed the statistical test or its proportion of parental waivers in 2013 is 20 percent or greater, therefore, the school does not have a valid Academic Performance Index (API) for 2013.</p>
2	<p>This school (or the district on behalf of the school) has certified to the CDE that during the administration of the statewide academic testing programs, the school had an irregularity in the testing procedure affecting 5 percent or more of pupils tested. Therefore this school does not have a valid API for 2013 and is ineligible for state and federal rewards for 2013–14 and 2014–15.</p>
4	<p>In 2013, this school had fewer than 11 valid 2013 STAR test scores. No reliable API can be calculated with so few scores.</p>
6	<p>School has California High School Exit Exam (CAHSEE) results but no valid STAR results. No reliable API can be calculated.</p>

Appendix C: List of Santa Clara County districts' 2012 Base API, 2013 Growth API and change from Base to Growth

District	2012 Base API	2013 Growth API	Change
Cupertino Union	962	962	0
Los Altos Elementary	969	960	-9
Saratoga Union Elementary	969	959	-10
Lakeside Joint	965	946	-19
Palo Alto Unified	933	932	-1
Loma Prieta Joint Union Elementary	934	929	-5
Los Gatos Union Elementary	935	929	-6
Union Elementary	929	927	-2
Los Gatos-Saratoga Joint Union	904	906	2
Fremont Union High	888	890	2
Evergreen Elementary	893	886	-7
Cambrian	885	880	-5
Moreland	889	879	-10
Mountain View-Los Altos Union	870	870	0
Mountain View Whisman	857	862	5
Berryessa Union Elementary	855	853	-2
Milpitas Unified	858	851	-7
Campbell Union	839	843	4
Sunnyvale	834	831	-3
Oak Grove Elementary	825	823	-2
Santa Clara Unified	813	813	0
Gilroy Unified	804	804	0
San Jose Unified	805	798	-7
Orchard Elementary	795	797	2
Morgan Hill Unified	790	795	5
Franklin-McKinley Elementary	782	789	7
Alum Rock Union Elementary	789	785	-4
Campbell Union High	778	784	6
Luther Burbank	788	776	-12
Mt. Pleasant Elementary	775	759	-16
East Side Union High	747	751	4
Santa Clara County Office of Ed.	457	462	5

Appendix D: List of Santa Clara County schools in Program Improvement in 2013-14

School	District	PI Year
Andrew P. Hill High	East Side Union High	Year 5
Bridges Academy	Franklin-McKinley Elementary	Year 5
Christopher Elementary	Oak Grove Elementary	Year 5
County Community	Santa Clara County Office of Education	Year 5
El Roble Elementary	Gilroy Unified	Year 5
El Toro Elementary	Morgan Hill Unified	Year 5
Empire Gardens Elementary	San Jose Unified	Year 5
Ernesto Galarza Elementary	San Jose Unified	Year 5
Escuela Popular Accelerated Family Learning	East Side Union High	Year 5
Gardner Elementary	San Jose Unified	Year 5
Horace Mann Elementary	San Jose Unified	Year 5
Independence High	East Side Union High	Year 5
Jackson Academy of Music and Math (JAMM)	Morgan Hill Unified	Year 5
James Lick High	East Side Union High	Year 5
Los Arboles Elementary	Franklin-McKinley Elementary	Year 5
Merritt Trace Elementary	San Jose Unified	Year 5
Morrill Middle	Berryessa Union Elementary	Year 5
Mt. Pleasant Elementary	Mt. Pleasant Elementary	Year 5
O. S. Hubbard Elementary	Alum Rock Union Elementary	Year 5
Oak Grove High	East Side Union High	Year 5
Orchard Elementary	Orchard Elementary	Year 5
P. A. Walsh Elementary	Morgan Hill Unified	Year 5
Robert F. Kennedy Elementary	Franklin-McKinley Elementary	Year 5
Robert Randall Elementary	Milpitas Unified	Year 5
Rod Kelley Elementary	Gilroy Unified	Year 5
Rucker Elementary	Gilroy Unified	Year 5
San Martin/Gwinn Elementary	Morgan Hill Unified	Year 5
Santa Clara County Juvenile Hall	Santa Clara County Office of Education	Year 5
Santee Elementary	Franklin-McKinley Elementary	Year 5
Selma Olinder Elementary	San Jose Unified	Year 5
Sherman Oaks Elementary	Campbell Union	Year 5
South Valley Middle	Gilroy Unified	Year 5
Sylvandale Middle	Franklin-McKinley Elementary	Year 5
Walter L. Bachrodt Elementary	San Jose Unified	Year 5
William C. Overfelt High	East Side Union High	Year 5
Willow Glen Elementary	San Jose Unified	Year 5
Yerba Buena High	East Side Union High	Year 5
ACE Charter	Santa Clara County Office of E	Year 4

School	District	PI Year
Canoas Elementary	San Jose Unified	Year 4
Captain Jason M. Dahl Elementary	Franklin-McKinley Elementary	Year 4
Chester W. Nimitz Elementary	Cupertino Union	Year 4
Foothill High	East Side Union High	Year 4
G. W. Hellyer Elementary	Franklin-McKinley Elementary	Year 4
Grant Elementary	San Jose Unified	Year 4
Horace Cureton Elementary	Alum Rock Union Elementary	Year 4
Katherine R. Smith Elementary	Evergreen Elementary	Year 4
Latino College Preparatory Academy	East Side Union High	Year 4
Miner (George) Elementary	Oak Grove Elementary	Year 4
Montague Elementary	Santa Clara Unified	Year 4
Mount Pleasant High	East Side Union High	Year 4
Piedmont Middle	Berryessa Union Elementary	Year 4
River Glen	San Jose Unified	Year 4
Santa Clara County Special Education	Santa Clara County Office of Education	Year 4
Scott Lane Elementary	Santa Clara Unified	Year 4
Silver Creek High	East Side Union High	Year 4
Stipe (Samuel) Elementary	Oak Grove Elementary	Year 4
Sylvia Cassell Elementary	Alum Rock Union Elementary	Year 4
Washington Elementary	San Jose Unified	Year 4
Allen at Steinbeck	San Jose Unified	Year 3
Antonio Del Buono Elementary	Gilroy Unified	Year 3
Apollo High	East Side Union High	Year 3
Bishop Elementary	Sunnyvale	Year 3
Briarwood Elementary	Santa Clara Unified	Year 3
Clyde Arbuckle Elementary	Alum Rock Union Elementary	Year 3
Daniel Lairon Elementary	Franklin-McKinley Elementary	Year 3
Dove Hill Elementary	Evergreen Elementary	Year 3
Edenvale Elementary	Oak Grove Elementary	Year 3
George Mayne Elementary	Santa Clara Unified	Year 3
John J. Montgomery Elementary	Evergreen Elementary	Year 3
Lakewood Elementary	Sunnyvale	Year 3
Las Animas Elementary	Gilroy Unified	Year 3
Luther Burbank Elementary	Luther Burbank	Year 3
Lyndale Elementary	Alum Rock Union Elementary	Year 3
Lynhaven Elementary	Campbell Union	Year 3
Sartorette Charter	Cambrian	Year 3
Summerdale Elementary	Berryessa Union Elementary	Year 3
Toyon Elementary	Berryessa Union Elementary	Year 3
Vargas Elementary	Sunnyvale	Year 3

School	District	PI Year
Vinci Park Elementary	Berryessa Union Elementary	Year 3
Anthony Spangler Elementary	Milpitas Unified	Year 2
Barrett Elementary	Morgan Hill Unified	Year 2
Blackford Elementary	Campbell Union	Year 2
Bowers Elementary	Santa Clara Unified	Year 2
Bracher Elementary	Santa Clara Unified	Year 2
Central High (Continuation)	Morgan Hill Unified	Year 2
Cherrywood Elementary	Berryessa Union Elementary	Year 2
Eliot Elementary	Gilroy Unified	Year 2
Farnham Charter	Cambrian	Year 2
Jeanne R. Meadows Elementary	Franklin-McKinley Elementary	Year 2
McKinley Elementary	Franklin-McKinley Elementary	Year 2
Northwood Elementary	Berryessa Union Elementary	Year 2
O. B. Whaley Elementary	Evergreen Elementary	Year 2
Rachel Carson Elementary	San Jose Unified	Year 2
Robert Sanders Elementary	Mt. Pleasant Elementary	Year 2
Rocketship Los Suenos Academy	Santa Clara County Office of Education	Year 2
Rocketship Si Se Puede Academy	Santa Clara County Office of Education	Year 2
San Miguel Elementary	Sunnyvale	Year 2
Solorsano Middle	Gilroy Unified	Year 2
Success Academy	Franklin-McKinley Elementary	Year 2
Terrell Elementary	San Jose Unified	Year 2
A. J. Dorsa Elementary	Alum Rock Union Elementary	Year 1
Alexander Rose Elementary	Milpitas Unified	Year 1
Almond Elementary	Los Altos Elementary	Year 1
Anne Darling Elementary	San Jose Unified	Year 1
Brownell Middle	Gilroy Unified	Year 1
Donald J. Meyer Elementary	Alum Rock Union Elementary	Year 1
Downtown College Preparatory	San Jose Unified	Year 1
Foothill Elementary	Saratoga Union Elementary	Year 1
Franklin Elementary	Franklin-McKinley Elementary	Year 1
Glen View Elementary	Gilroy Unified	Year 1
Harry Slonaker Academy	Alum Rock Union Elementary	Year 1
Holly Oak Elementary	Evergreen Elementary	Year 1
Joseph Weller Elementary	Milpitas Unified	Year 1
Juana Briones Elementary	Palo Alto Unified	Year 1
Kathryn Hughes Elementary	Santa Clara Unified	Year 1
Leadership Public Schools - San Jose	Santa Clara County Office of Education	Year 1
Leroy Anderson Elementary	Moreland	Year 1
Lietz Elementary	Union Elementary	Year 1

School	District	PI Year
Lowell Elementary	San Jose Unified	Year 1
Manuel De Vargas Elementary	Cupertino Union	Year 1
Mildred Goss Elementary	Alum Rock Union Elementary	Year 1
Price Charter Middle	Cambrian	Year 1
Raymond J. Fisher Middle	Los Gatos Union Elementary	Year 1
Rocketship Discovery Prep	Santa Clara County Office of Education	Year 1
Rocketship Mosaic Elementary	Franklin-McKinley Elementary	Year 1
San Antonio Elementary	Alum Rock Union Elementary	Year 1
Summit Public School: Rainier	East Side Union High	Year 1
Summit Public School: Tahoma	Santa Clara County Office of Education	Year 1
Sunrise Middle	San Jose Unified	Year 1

Appendix E: API Trends 2009 to 2013

Appendix E.1: Percentage of Schools Meeting API Growth Targets, Schoolwide, 2010-2013								
Type of School	Santa Clara County				California			
	2010	2011	2012	2013	2010	2011	2012	2013
Elementary	87%	89%	86%	81%	79%	78%	78%	66%
Middle	87%	73%	92%	78%	80%	75%	81%	66%
High	84%	73%	65%	53%	73%	63%	63%	53%
All Schools	87%	84%	83%	76%	77%	74%	75%	63%
Number of Schools	345	364	369	379	7,991	8,744	8,875	8,854

Appendix E.2: Percentage of Schools Meeting API Growth Targets, Schoolwide and for All Subgroups, 2010 to 2013								
Type of School	Santa Clara County				California			
	2010	2011	2012	2013	2010	2011	2012	2013
Elementary	70%	68%	66%	56%	62%	60%	60%	47%
Middle	64%	37%	70%	33%	53%	45%	52%	33%
High	43%	30%	40%	29%	42%	37%	41%	33%
All Schools	66%	57%	62%	47%	56%	53%	55%	42%
Number of Schools	345	364	369	379	8,063	8,745	8,875	8,855

Appendix E.3: Number and Percentage of Schools Meeting API Growth Targets for Subgroups, 2012 Base to 2013 Growth						
Subgroup	Santa Clara County			California		
	Schools with Numerically Significant Subgroup	Schools Meeting Subgroup Growth Target	Percentage Meeting Subgroup Growth Target	Schools with Numerically Significant Subgroup	Schools Meeting Subgroup Growth Target	Percentage Meeting Subgroup Growth Target
Asian	201	200	100%	1,273	1,203	95%
White	181	176	97%	4,215	3,755	89%
Filipino	25	23	92%	207	190	92%
Afri. Amer.	0	N/A	N/A	874	348	40%
Hispanic	273	134	49%	6,678	3,465	52%
EL	298	181	61%	5,617	2,661	47%
SED	265	154	58%	7,158	3,930	55%
SWD	47	21	45%	1,321	498	38%

Note: The number of schools with numerically significant subgroups is used in these calculations. For example, in SCC, 273 schools had a numerically significant number of Hispanic or Latino students in 2013. Of those schools 49% (134 schools) met the Hispanic or Latino subgroup growth target.

Appendix E.4: Percentage of Schools with an Increased Schoolwide Base to Growth API, 2010-2013								
Type of School	Santa Clara County				California			
	2010	2011	2012	2013	2010	2011	2012	2013
Elementary	75%	69%	61%	35%	67%	64%	62%	35%
Middle	84%	64%	85%	43%	80%	68%	76%	38%
High	93%	75%	69%	40%	96%	67%	68%	51%
All Schools	79%	69%	67%	37%	76%	65%	65%	39%
Number of Schools	345	364	369	379	7,991	8,744	8,875	8,854

Appendix E.5: Percent of Schools At or Above Growth API Performance Target of 800, 2010-2013								
Type of School	Santa Clara County				California			
	2010	2011	2012	2013	2010	2011	2012	2013
Elementary	68%	75%	77%	78%	47%	57%	60%	56%
Middle	54%	51%	67%	65%	41%	43%	49%	49%
High	41%	30%	32%	32%	16%	20%	21%	21%
All Schools	62%	63%	68%	67%	46%	47%	50%	47%
Number of Schools	345	364	369	379	7,991	8,744	8,875	9,187

Appendix F: Number of Santa Clara County students included in calculations

Appendix F.1: Number of Santa Clara County Students Represented in API calculations		
Student Group	Number of Students Included in <u>Schoolwide</u> API Calculations	Number of Numerically Significant Students Included in <u>Subgroup</u> API Calculations*
Hispanic or Latino	73,592	69,859
Asian	55,577	50,799
White	44,356	40,152
Filipino	8,963	3,511
African American	4,721	0
Socio-economically Disadvantaged (SED)	88,968	83,725
English Learner (EL)	68,911	65,665
Students with Disabilities (SWD)	20,865	6,730
All Students	195,475	N/A

*Note: The number of SCC students included in API subgroup calculations can be different than the actual number of SCC students included in the schoolwide calculations due to the minimum requirements to qualify as a subgroup for API reporting purposes.

Appendix F.2: Numbers of Santa Clara County Students Represented in AYP Calculations		
Student Group	English Language Arts	Mathematics
Hispanic or Latino	63,999	63,982
Asian	47,571	47,576
White	36,548	36,543
Filipino	7,326	7,324
African American	4,052	4,049
Socio-economically Disadvantaged (SED)	78,695	78,688
English Learner (EL)	60,395	60,398
Students with Disabilities (SWD)	18,038	18,108
All Students	166,774	166,762

Appendix G: 2013 Growth API Information

This appendix provides key information about the API reports for the 2012-13 reporting cycle. Full technical documentation can be found in the *2012-13 Academic Performance Index Reports Information Guide* (May 2013), available online at <http://www.cde.ca.gov/ta/ac/ap/documents/infoguide13.pdf>.

State Accountability: Academic Performance Index (API)

State legislation, the Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999), established the API, which summarizes a school's or a local educational agency's (LEA's) academic performance and progress on statewide assessments. An LEA is a school district or county office of education. The API also is used as an additional indicator for federal Adequate Yearly Progress (AYP) requirements.

Assessment Results Used in the API

The assessment results used in the 2013 Growth API calculations are:

CSTs:

- CST in ELA - grades 2-11 (writing assessment in grades 4 and 7 not included)
- CST in mathematics - grades 2-7 and grades 8-11 for the following course-specific tests:
 - General mathematics (grades 8 and 9 only)
 - Algebra I (students in grade 7 may take the Algebra I test if they completed an Algebra I course)
 - Geometry
 - Algebra II
 - Integrated mathematics 1, 2, or 3
 - High School Summative Mathematics Test
- CST in History-Social Science - grade 8, grade 11 (U.S. history), grades 9-11 (world history)
- CST in science - grades 5, 8, and 10 and grades 9-11 for the following course-specific tests:
 - Biology/life sciences
 - Earth science
 - Chemistry
 - Physics
 - Integrated/coordinated science 1, 2, 3, or 4

CMA:

- CMA in ELA - grades 3-11
- CMA in Mathematics - grades 3-11 (Algebra I for grades 7-11, and Geometry for grades 8-11)
- CMA in Science - grades 5, 8, and 10

CAPA:

- CAPA in ELA and mathematics - grades 2-11

- CAPA in Science - grades 5, 8, and 10

CAHSEE (administered in February, March, and May [make-ups]):

- ELA, including a writing assessment, and mathematics - grade 10, also grade 11 or 12
- CAHSEE results are included in the API if the student passed the CAHSEE anytime during the school year

Base and Growth API

In order to measure the academic improvement of a school, academic results in the form of the API are compared from year to year. Growth (or change) in the API is the difference between the Base API and Growth API within a reporting cycle.

Each reporting cycle begins with a Base API. The Base API is calculated using the test results of the previous year and the Growth API is calculated using the test results of the current year. For example, the 2012 Base API is calculated using results of statewide testing from spring 2012 and the 2013 Growth API is calculated using results of statewide testing from spring 2013. Any changes in the API calculations, such as adding a new assessment, begin with the Base API. Therefore, the calculation methods for the Base API might not be the same across years. However, the Base API and Growth API within a reporting cycle must use the same calculation method. The following charts show the 2012–13 API reporting cycle:

2012 Base API	2013 Growth API
<p>Schoolwide and student group APIs use spring 2011 test results^a</p> <p>STAR Indicators:</p> <ul style="list-style-type: none"> • CSTs in ELA, math, science (gr. 5 and 8-11), and history-social science (gr. 8-11) • CMA in ELA (gr. 3-11), math (gr. 3-7), Algebra I (gr. 7-11), Geometry (gr. 8-11) and science (gr. 5, 8, and 10) • CAPA in ELA, math, and science (gr. 5, 8, and 10) <p>Other indicator:</p> <ul style="list-style-type: none"> • CAHSEE (gr. 10-12) <p>API Targets Statewide Rank Similar Schools Rank</p>	<p>Schoolwide and student group APIs use spring 2012 test results^a</p> <p>STAR Indicators:</p> <ul style="list-style-type: none"> • CSTs in ELA, math, science (gr. 5 and 8-11), and history-social science (gr. 8-11) • CMA in ELA (gr. 3-11), math (gr. 3-7), Algebra I (gr. 7-11), Geometry (gr. 8-11) and science (gr. 5, 8, and 10) • CAPA in ELA, math, and science (gr. 5, 8, and 10) <p>Other indicator:</p> <ul style="list-style-type: none"> • CAHSEE (gr. 10-12) <p>API Growth achieved Whether API Targets were met</p>

^a Grade levels of assessments are 2-11 unless otherwise noted.

The indicators are the same for the Base and Growth APIs, but the 2012 Base includes 2012 test results whereas the 2013 Growth includes 2013 test results. The 2012 Base API is subtracted from the 2013 Growth API to show how much a school's API changed from 2012 to 2013 (referred to as 2012–13 API growth). This determines whether a school meets its API growth

target. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes the Growth API, growth achieved, and whether or not targets were met.

API Reporting Cycles

An API reporting cycle consists of two components: (1) base information and (2) growth information. The base reports are reported in the spring (at the end of the school year), and the growth reports are reported in the fall (at the beginning of the next school year).

Appropriate Comparisons of the API

Because new indicators are added to the API and test weights may change from one cycle to the next, it is inappropriate to compare APIs across reporting cycles. It is appropriate, however, to compare the Base and Growth APIs within a reporting cycle as well as to compare the amount of API growth (i.e., change in the API) of different reporting cycles.

What is Included in API Reports?

The Base and Growth API reports provide accountability information about schools, LEAs, and the state. These reports are accessed on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>. This section describes the types of information included in API reports.

County and LEA Lists of Schools

The County List of Schools and LEA List of Schools provide summaries of selected API information for each school and LEA. The reports for 2012–13 have the same basic structure as the prior year reports. Both the County and LEA List of Schools contain the following information about each school or LEA:

2012 Base API Report (May 2013 release)	2013 Growth API Report (August 2013 release)
<ul style="list-style-type: none">• Number of Students Included in the Base API• 2012 Base API• 2012 Statewide Rank• 2012 Similar Schools Rank• 2012–13 Growth Target• 2013 API Target (2012 Base API plus 2012–13 Growth Target)	<ul style="list-style-type: none">• Number of Students Included in the Growth API• 2013 Growth API• 2012 Base API (same as in 2012 Base API Report)• 2012–13 Growth Target (same as in 2011 Base API Report)• 2012–13 API Growth (2013 Growth API minus 2012 Base API)• Met Growth Target<ul style="list-style-type: none">- Schoolwide- Student Groups- Both Schoolwide and Student Groups

School and LEA Reports

The school and LEA reports for 2012–13 have the same basic structure as the prior year reports. The navigation bar across the top of the page allows users to easily move between results for

the state API, federal AYP, and federal PI requirements. The selection bar at the top right side of the reports allows users to navigate different sections of the reports.

- School Reports:** The summary and API reports are accessed through the navigation bar (across top of page), and the remaining sections are accessed through the selection bar (top right of page). The school reports contain the following information about each school or LEA:

API Report

2012 Base API Report (May 2013 release)	2013 Growth API Report (August 2013 release)
<ul style="list-style-type: none"> • Number of Students Included in the Base API • 2011 Base API • 2011 Statewide Rank • 2011 Similar Schools Rank • 2011–12 Growth Target • 2012 API Target (2011 Base API plus 2011–12 Growth Target) • List of Similar Schools • Student Group Information 	<ul style="list-style-type: none"> • Number of Students Included in the Growth API • 2013 Growth API • 2012 Base API (same as in 2012 Base API Report) • 2012–13 Growth Target (same as in 2011 Base API Report) • 2012–13 API Growth (2013 Growth API minus 2012 Base API) • Met Growth Target <ul style="list-style-type: none"> - Schoolwide - Student Groups - Both Schoolwide and Student Groups • Similar Schools Median 2012 Growth API • Similar Schools Median 2011 Base API • Student Group Information

- LEA Reports:** The LEA reports include similar information as the school reports but contain fewer elements in the API Report section, as shown below.

API Report

2012 Base API Report (May 2012 release)	2013 Growth API Report (August 2013 release)
<ul style="list-style-type: none"> • Number of Students Included in the Base API • 2012 Base API • Student Group Information 	<ul style="list-style-type: none"> • Number of Students Included in the Growth API • 2013 Growth API • 2012 Base API (same as in 2012 Base API Report) • 2012–13 API Growth (2013 Growth API minus 2012 Base API) • Student Group Information

School and Student Group Growth Target Requirements

To meet all state API growth target requirements, a school and each numerically significant student group in the school must meet its growth target each year. The annual API growth target is calculated in the same way for a school or for a student group. The minimum target is 5 percent of the difference between the school's or student group's Base API and the statewide performance target of 800 until the API approaches 800.

The specific API growth target requirement for a school or numerically significant student group is defined as follows:

Growth Target for Base APIs 200 to 690	5% difference between Base API and 800
Growth Target for Base APIs 691 to 795	5-point gain
Growth Target for Base APIs 796 to 799	796 4-point gain 797 3-point gain 798 2-point gain 799 1-point gain
Growth Target for Base APIs 800 or more	Maintain 800 or more

A student group must be numerically significant in both the Base year and Growth year in an API reporting cycle to have student group growth and target information. A student group Growth API, however, is posted even if a student group had no prior year Base API or was not numerically significant for the prior year in order to meet ESEA requirements. In this case, growth targets and actual growth are not appropriate and, therefore, are omitted from the reports.

Student Groups

Student groups for API reporting refer to ethnic/racial, socioeconomically disadvantaged, English learner (EL), and SWD student groups.

Definitions of Student Groups Used in the API

Terms	Definition
A “numerically significant student group” for the API is defined as:	<ul style="list-style-type: none"> • 100 or more students with valid STAR Program scores OR <ul style="list-style-type: none"> • 50 or more students with valid STAR Program scores who make up at least 15 percent of the total valid STAR Program scores <p>A student group must be numerically significant in both the Base year and Growth year in an API reporting cycle to have student group growth and target information.</p>
Student groups used in API calculations include:	<ul style="list-style-type: none"> • Black or African American • American Indian or Alaska Native • Asian • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or More Races • Socioeconomically Disadvantaged • English Learners • Students with Disabilities
“Socioeconomically Disadvantaged” is defined as:	<ul style="list-style-type: none"> • A student neither of whose parents have received a high school diploma OR <ul style="list-style-type: none"> • A student who is eligible for the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)
“English Learner” is defined as:	<ul style="list-style-type: none"> • A student who is identified as EL based on results of the California English Language Development Test (CELDT) OR <ul style="list-style-type: none"> • A reclassified fluent-English-proficient (RFEP) student who has not scored at the proficient level or above on the CST or CMA in ELA three times after being reclassified
“Student with Disabilities is defined as:	<ul style="list-style-type: none"> • A student who receives special education services, has a valid disability code or took the CMA or CAPA OR <ul style="list-style-type: none"> • A student who was previously identified as special education but who is no longer receiving special education services for two years after exiting special education *

* These students are not counted in determining numerical significance for the SWD student group.

Appendix H: API Test Weights

Valid Scores

The number of students in the school or LEA tested in the 2013 Standardized Testing and Reporting (STAR) Program and continuously enrolled for a full academic year.

Test weights are applied according to the type of test included in the API (CST, CMA, CAPA, or CAHSEE) and according to grade span. For CAHSEE, grades eleven and twelve are counted only if the student passed. The test weights are fixed, statewide weights. Because they are fixed, test weights are the same for all school, LEA, or student group APIs and are the same for the Base and Growth APIs within a reporting cycle. The tables below show the test weights for grades two through eight and grades nine through twelve for 2012–13.

Test Weights, Grades 2-8

Content Area	2012–13 API Test Weights
CST/CMA/CAPA in ELA, Grades 2–8	0.48
CST/CMA/CAPA in Mathematics, Grades 2–8	0.32
CST/CMA/CAPA in Science, Grades 5 and 8	0.20
CST in History-Social Science, Grade 8	0.20
Assignment of 200*, CST in Mathematics, Grade 8	0.10

Note: Test weights are not shown as percentages and do not total 1.00.

Test Weights, Grades 9-12

Content Area	2012–13 API Test Weights
CST/CMA/CAPA in ELA, Grades 9–11	0.30
CST/CMA/CAPA in Mathematics, Grades 9–11	0.20
CST/CMA/CAPA in Science, Grades 9–11	0.22
CST/CMA/CAPA in Life Science, Grade 10	0.10
CST in History–Social Science, Grades 9–11	0.23
CAHSEE ELA, Grades 10–12	0.30
CAHSEE Mathematics, Grades 10–12	0.30
Assignment of 200*, CST in Mathematics, Grades 9–11	0.10
Assignment of 200*, CST in Science, Grades 9–11	0.05

* A 200 is assigned as the performance level weight for any student record without a performance level for CST in mathematics, grades eight through eleven and for any student record without a performance level for CST in science for grades nine through eleven, which includes the end-of-course CST in science in grades nine through eleven or the CST in life science in grade ten.

Note: Test weights are not shown as percentages and do not total 1.00.

Test Weights and Content Area Weights

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’s or an LEA’s content area weights are not needed in calculating the API, but they are provided on the API reports for information only so that 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.

The table below describes the key differences between test weights and content area weights used in calculating an API for a school, an LEA, or a student group.

Comparison of Test Weights and Content Area Weights

Question	Test Weights	Content Area Weights
Same weights for school, LEA, or student group APIs?	Yes. The test weights were set by the SBE and are the same for all school, LEA, and student group APIs. Test weights are applied according to the grade levels tested. Grades 2–8 have one set of weights, and grades 9–12 have a different set of weights.	No. The content area weights may vary among school, LEA, and student group APIs depending upon the grade levels tested, number of tests taken, number of valid scores, and degree of missing test data. Student group content area weights are not included in API reports.
Same weights for 2012 Base API and 2013 Growth API?	Yes. The test weights are the same in an API reporting cycle. The weights for the 2012 Base API are the same weights that are used for the 2013 Growth API.	No. The content area weights may vary slightly between the 2012 Base API and 2013 Growth API for the same reasons as the first answer above.
Do the weights total 100 percent?	No. The test weights are not shown as percentages and do not total 1.00.	Yes. The content area weights for a school or an LEA total 100 percent.

Appendix I: 2013 AYP Information

This appendix provides key information about the 2013 AYP. Full technical documentation can be found in the *2013 Adequate Yearly Progress Report Information Guide* (August 2013), available online at <http://www.cde.ca.gov/ta/ac/ay/documents/aypinfoguide13.pdf>.

Key Changes to the 2013 AYP

AYP Targets Increase for 2013

The AYP targets for schools and LEAs increased in 2013 (changes in **bold**).

- The required percentage of students proficient or above for elementary schools, middle schools, and elementary school districts in English-language arts (ELA) is **89.2**, in mathematics **89.5**.
- The required percentage of students proficient or above for high schools and for high school districts that have students in any of grades nine through twelve in ELA is **88.9**, in mathematics **88.7**.
- The required percentage of students proficient or above for unified school districts, for high school districts, and for county offices of education (COEs) that have students in any of grades two through eight and nine through twelve in ELA is **89.0**, in mathematics **89.1**.
- To meet the API requirement for AYP purposes, an LEA or school must demonstrate a growth of at least 1 point or a minimum API score of at least **770**.

The AYP targets for percent proficient or above and the API will continue to increase annually until 2014. The AYP targets for graduation rate increase until 2019 if the school or LEA has a graduation rate below 90 percent.

AYP

AYP is a series of annual academic performance goals established for each school, LEA, and the state as a whole. Schools, LEAs, and the state are determined to have met AYP if they meet or exceed each year's goals (AYP targets and criteria).

Under California's criteria for ESEA, schools and LEAs are required to meet or exceed requirements within each of the following four areas in order to make AYP annually:

- Requirement 1: Participation Rate
- Requirement 2: Percent Proficient—Annual Measurable Objectives (AMOs)
- Requirement 3: API as an Additional Indicator
- Requirement 4: Graduation Rate

Requirements 1, 2 and 4 apply at the school, LEA, and student group levels. Requirement 3 applies only at the school and LEA levels. If a school, an LEA, or a student group misses any one criterion of AYP, the school or LEA does not make AYP and could be identified for PI. Potentially, a school or an LEA may have up to 50 different criteria to meet in order to make AYP.

AYP Criteria Summary

The following table summarizes the standard AYP criteria for 2013. These criteria apply to schools, LEAs, and numerically significant student groups that have 100 or more students enrolled on the first day of testing and/or at least 100 valid scores. Student groups are excluded from Requirement 3. API criteria apply to schools and LEAs with 50 or more valid API test scores. Graduation rate criteria apply to schools, LEAs, or student groups with grade twelve data and with 50 or more students in the graduation rate denominator (graduates plus dropouts) of the current and prior year calculation.

2013 AYP Targets, Standard Criteria

Type of School or LEA	Requirement 1: Participation Rate	Requirement 2: Percent Proficient - AMOs	Requirement 3: API as an Additional Indicator	Requirement 4: Graduation Rate (Applies only to schools, LEAs, and student groups with grade twelve enrollment or at least one graduate in the cohort)
<ul style="list-style-type: none"> • Elementary Schools • Middle Schools • Elementary School Districts 	ELA: 95% Math: 95% (rounded to nearest whole number)	ELA: 89.2% Math: 89.5% (rounded to the nearest tenth)	770 API or 1 point growth	N/A
<ul style="list-style-type: none"> • High Schools • High School Districts (with students in any grades 9-12)	ELA: 95% Math: 95% (rounded to nearest whole number)	ELA: 88.9% Math: 88.7% (rounded to the nearest tenth)	770 API or 1 point growth	Meet at least one: <ul style="list-style-type: none"> • 90.00% • Fixed growth target rate • Variable growth target rate
<ul style="list-style-type: none"> • Unified School Districts • High School Districts • COEs (with students in any grades 2-8 and 9-12)	ELA: 95% Math: 95% (rounded to nearest whole number)	ELA: 89.0% Math: 89.1% (rounded to the nearest tenth)	770 API or 1 point growth	Meet at least one: <ul style="list-style-type: none"> • 90.00% • Fixed growth target rate • Variable growth target rate

Note: Not all schools contain grades or results for each AYP requirement, and alternative methods and/or special conditions are applied in some cases to ensure that all schools and LEAs receive an AYP report.

Student Groups

Schools, LEAs, and the state must meet percent proficient and participation rate criteria (Requirements 1 and 2) in each content area (ELA and mathematics). Also, each numerically significant student group within a school, an LEA, or the state must meet Requirements 1 and 2 in order for the school, LEA, and the state to make AYP. Reporting occurs for student groups with at least 11 students enrolled on the first day of testing or 11 valid scores, but schools and LEAs are held accountable only for numerically significant student groups.

Definitions of Student Groups Used in AYP

Terms	Definition
<p>A student group is “numerically significant for AYP if it has:</p>	<p>Participation Rate</p> <ul style="list-style-type: none"> • 100 or more students enrolled on the first day of testing - or - • 50 or more students enrolled on the first day of testing who make up at least 15 percent of the total population eligible for testing <p>Percent Proficient – AMOs</p> <ul style="list-style-type: none"> • 100 or more students with valid scores - or - • 50 or more students with valid scores who make up at least 15 percent of the total number of all students with valid scores <p>Note: A school or an LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant student groups for that indicator for AYP purposes.</p>
<p>Student groups used in the AYP calculations:</p>	<ul style="list-style-type: none"> • Black or African American • American Indian or Alaska Native • Asian • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or More Races • Socioeconomically Disadvantaged • English Learners • Students with Disabilities
<p>“Socioeconomically Disadvantaged” students are defined as:</p>	<ul style="list-style-type: none"> • Students where both parents have not received a high school diploma - or - • Students who are eligible for the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)
<p>“English Learners” are defined as:</p>	<ul style="list-style-type: none"> • ELs, students who are identified as EL based on results of the California English Language Development Test (CELDT) - or - • RFEP students who have not scored at the proficient level or above on the CST, CMA, or a combination of both in ELA three times after being

	reclassified. These students are counted in determining numerical significance for the EL student group.
"Students with Disabilities" are defined as:	<ul style="list-style-type: none">• Students who receive special education services and have a valid disability code, or took the CMA or CAPA- or -• Students who were previously identified as special education but who are no longer receiving special education services for two years after exiting special education. These students are not counted in determining numerical significance for the SWD student group.



August 27, 2013

TO: Xavier De La Torre, Ed.D., County Superintendent of Schools

FROM: Dan Mason, Research Analyst, Assessment and Accountability
Lisa Andrew, Ed.D., Director, Assessment and Accountability
Angelica Ramsey, Ed.D., Chief Academic Officer, Educational Services Branch

SUBJECT: August 27, 2013 CAHSEE Release

On August 27, 2013, the California Department of Education (CDE) released the 2012-13 California High School Exit Exam (CAHSEE) results to the public. As a part of the Public Schools Accountability Act (PSAA, 1999), passing the CAHSEE English-Language Arts (ELA) and Mathematics examinations became a requirement for the class of 2006, and subsequent classes, for students to be eligible to graduate with a high school diploma.

Students have one opportunity to take the exam for the first time in February, March or May of their sophomore year. If students fail either or both CAHSEE subject tests the first time, they have two opportunities in their junior year and up to five opportunities in their senior year to complete the CAHSEE requirement. This report documents the passing rate of grade 10 students in the Class of 2015.

Santa Clara County Office of Education's Assessment and Accountability Department prepared the following analysis of the 2013 CAHSEE data for your review. This report compares the passing rates of grade 10 students from Santa Clara County (SCC) with the passing rates of California (CA) grade 10 students across eight subgroups and examines the achievement gap.

Key Findings:

- 1) SCC compared to CA:
 - a. From 2005 to 2013, SCC grade 10 students as a whole have consistently outperformed grade 10 students statewide on both the ELA and Mathematics portions of the CAHSEE (Figures 1 and 2).
 - b. In 2013, some SCC grade 10 subgroups were outperformed by CA grade 10 subgroups in passing rates on the ELA and/or Mathematics portions of the CAHSEE. Hispanic/Latino and Filipino students statewide outperformed their counterparts in SCC on the ELA and Math portions, and Economically Disadvantaged and English Learner results statewide were higher than SCC on the ELA portion (Figures 3 and 4).
- 2) In SCC, the grade 10 Asian and White subgroups are performing at or near the ceiling of performance for both portions of the CAHSEE. In 2013, SCC Asian grade 10 students passed the

ELA portion of the CAHSEE at a rate of 94% and the Mathematics portion of the CAHSEE at a rate of 98%. Among SCC White grade 10 students, the passage rates were 95% for the ELA portion and 96% for the Math portion.

3) CAHSEE ELA results for SCC:

- a. With the grade 10 Asian subgroup's passing rate decreasing to 94% and the grade 10 Hispanic/Latino subgroup's rate staying at 75%, the achievement gap between the two subgroups decreased by one percentage point (from a 20-point gap in 2012 to a 19-point gap in 2013). The grade 10 African American subgroup's passing rate decreased by five percentage points, meaning that the achievement gap between African American and Asian students increased by four percentage points, from a 14-point gap in 2012 to a 18-point gap in 2013 (Figure 5).
- b. Over the past eight years, Hispanic/Latino grade 10 students have shown the greatest improvement of the race/ethnicity subgroups in their pass rate on the ELA portion of the CAHSEE; an increase of 11 percentage points, from 64% passing in 2005 to 75% passing in 2013 (Figure 5).

4) CAHSEE Mathematics results for SCC:

- a. Because the grade 10 Hispanic/Latino subgroup's passing rate of 77% was two percentage points higher than in 2012 and the grade 10 Asian subgroup's rate held steady at 98%, the achievement gap between these two groups decreased from a 23-point gap to a 21-point gap. The achievement gap between Asian and African American students remained the same at 18-points (Figure 6).
- b. Of the race/ethnicity subgroups, the Hispanic/Latino and African American grade 10 students demonstrated the greatest improvements in their pass rates on the Mathematics portion of the CAHSEE over the last eight years. The pass rate among Hispanic/Latino students increased by 15 percentage points (from 62% to 77%) and the pass rate among African American students rose 11 percentage points (from 69% to 80%). (Figure 6).

Figure 1

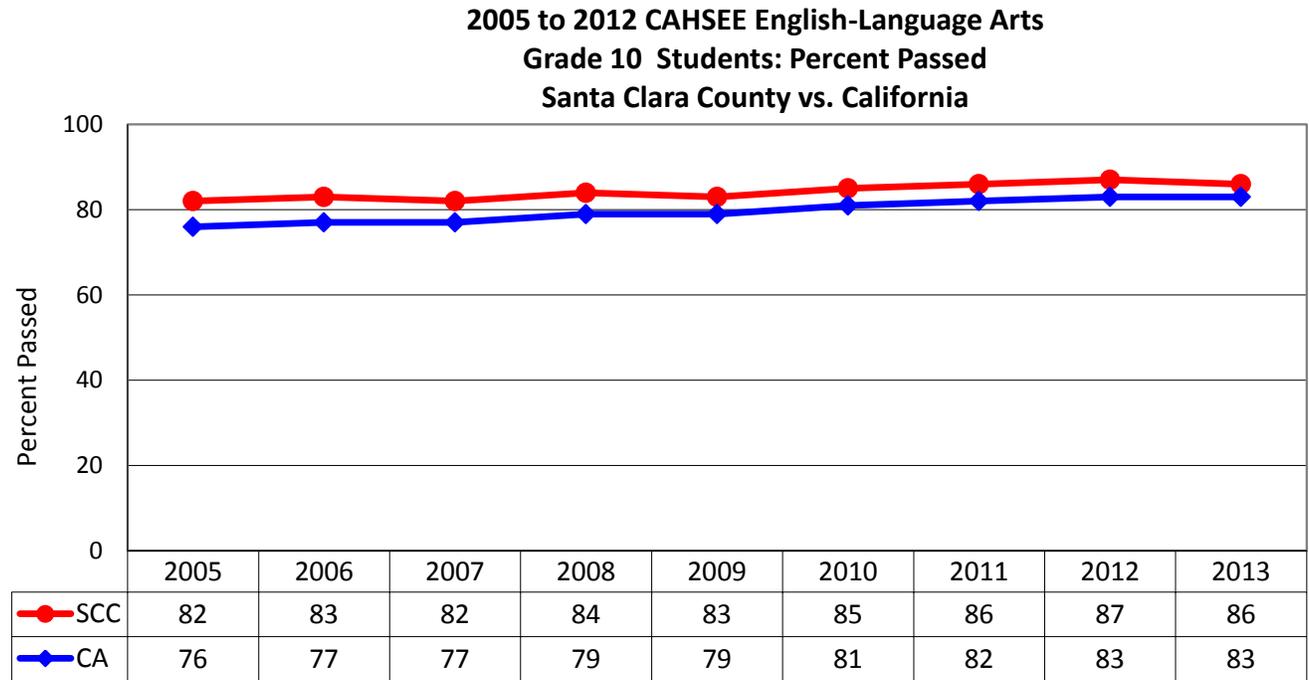


Figure 2

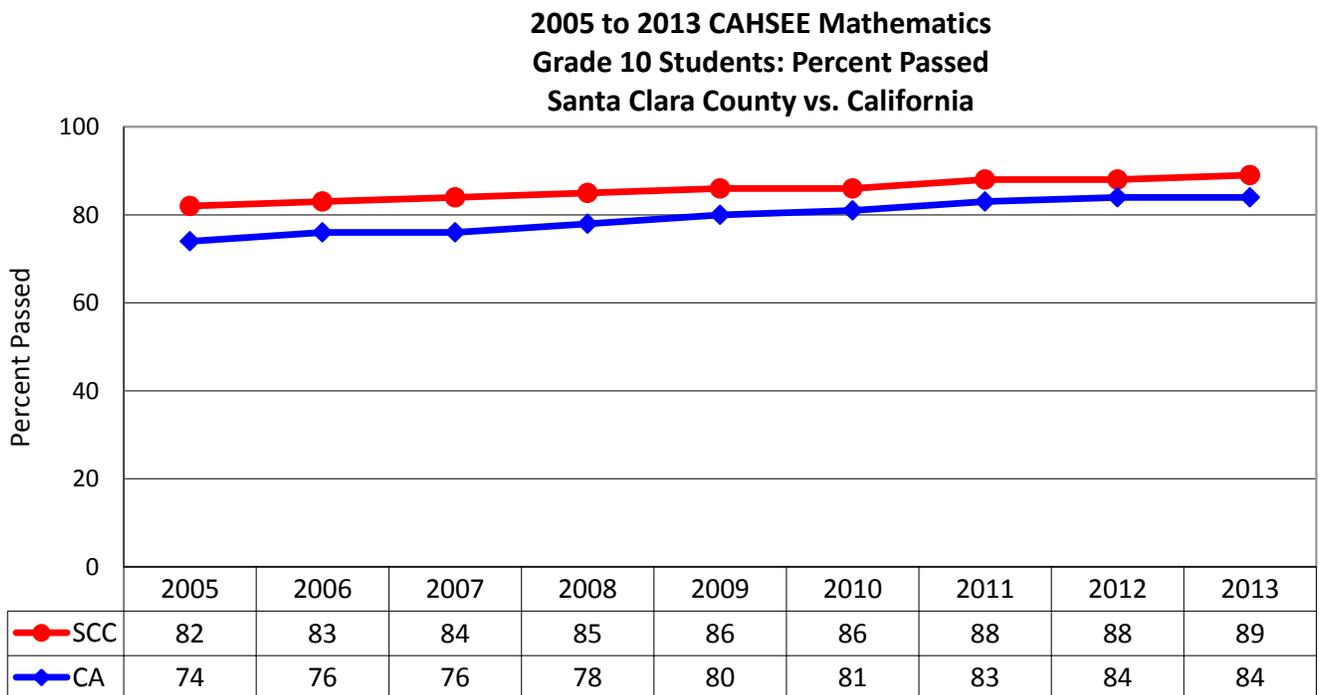


Figure 3

**2013 CAHSEE English-Language Arts
Grade 10 Students: Percent Passed by Subgroup
Santa Clara County vs. California**

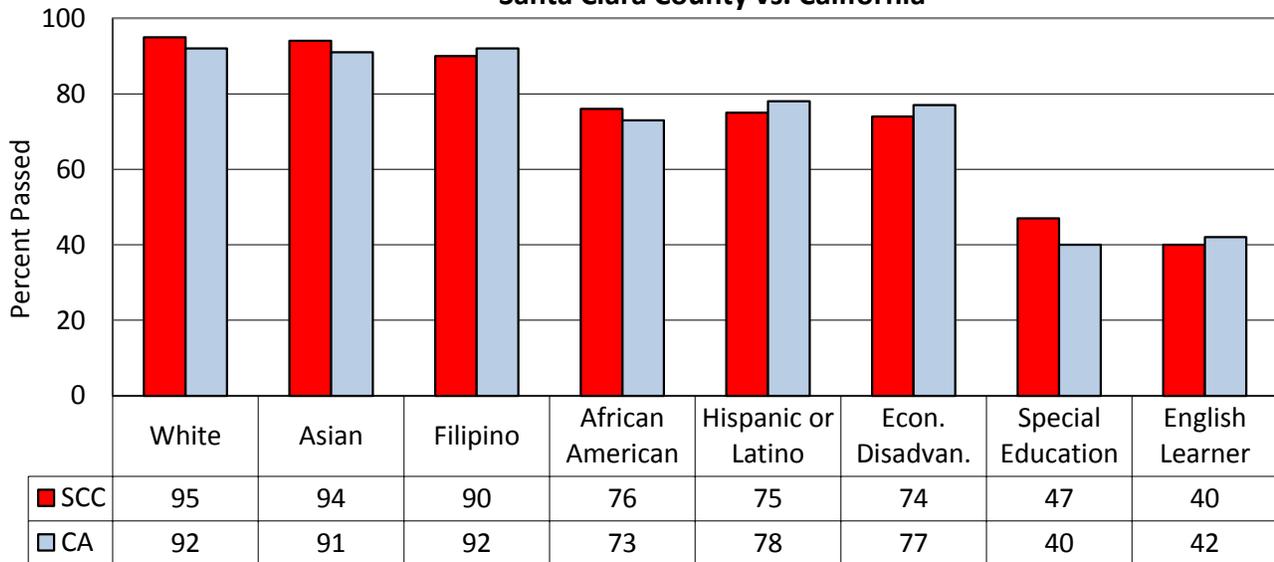


Figure 4

**2013 CAHSEE Mathematics
Grade 10 Students: Percent Passed by Subgroup
Santa Clara County vs. California**

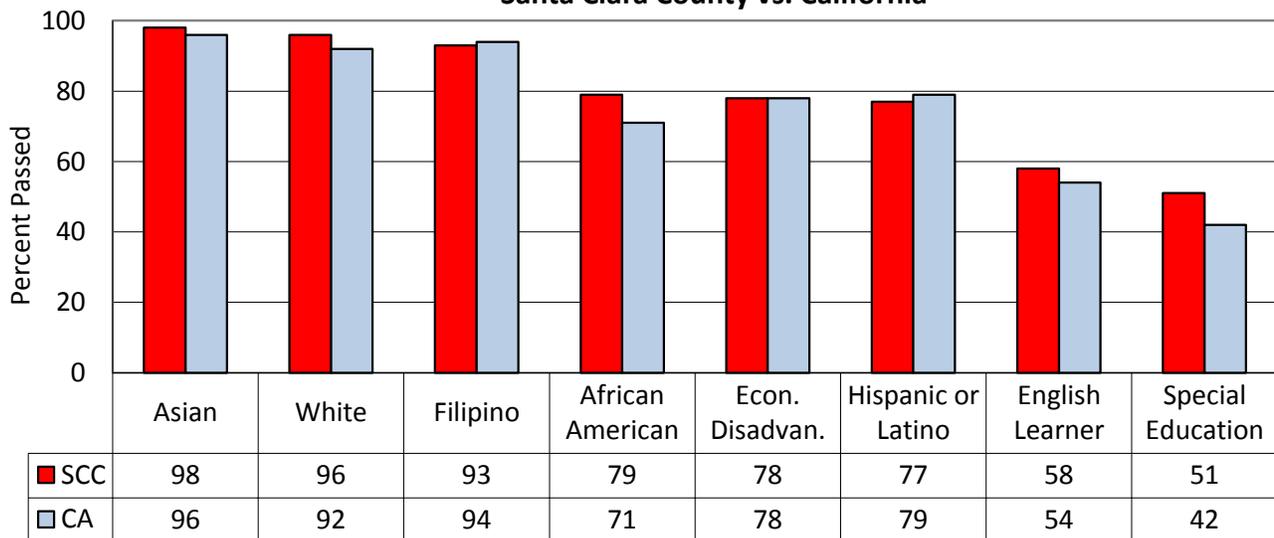
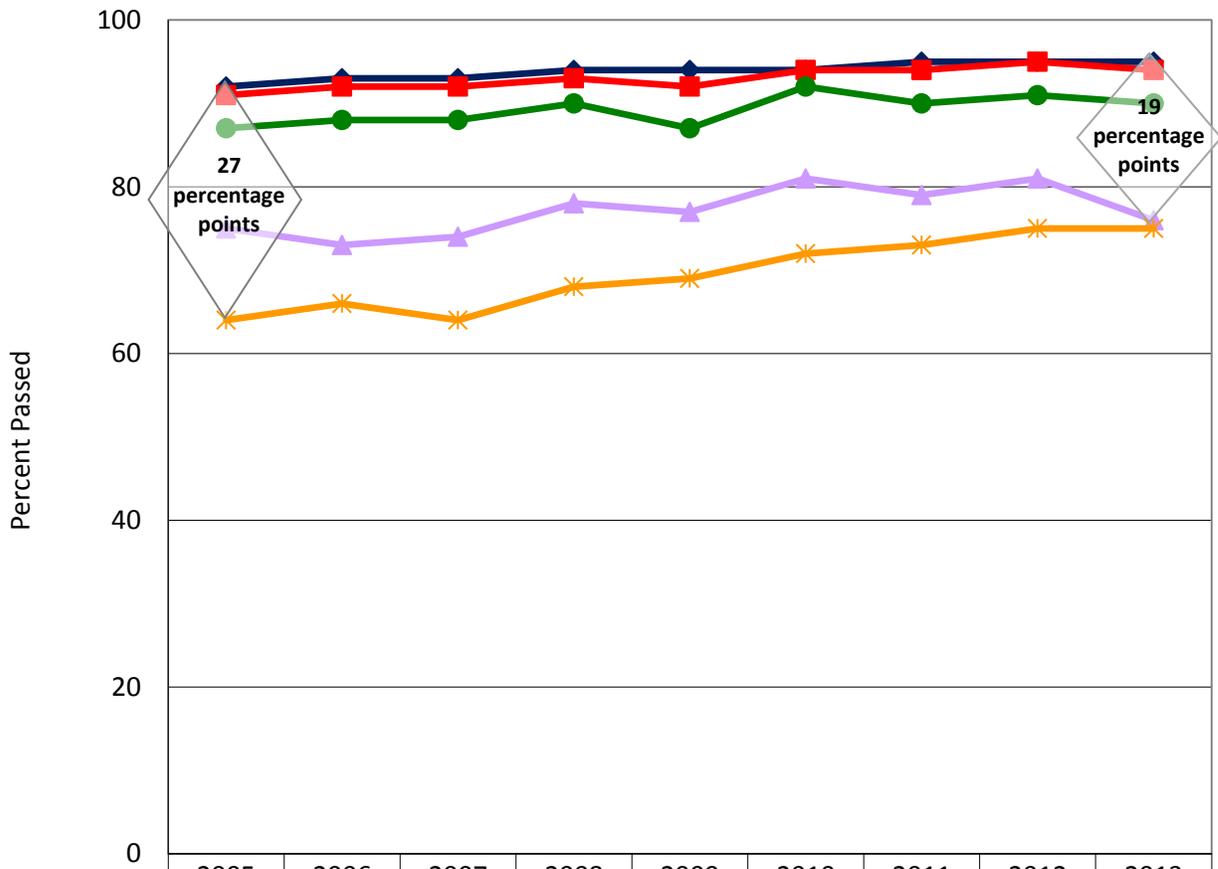


Figure 5

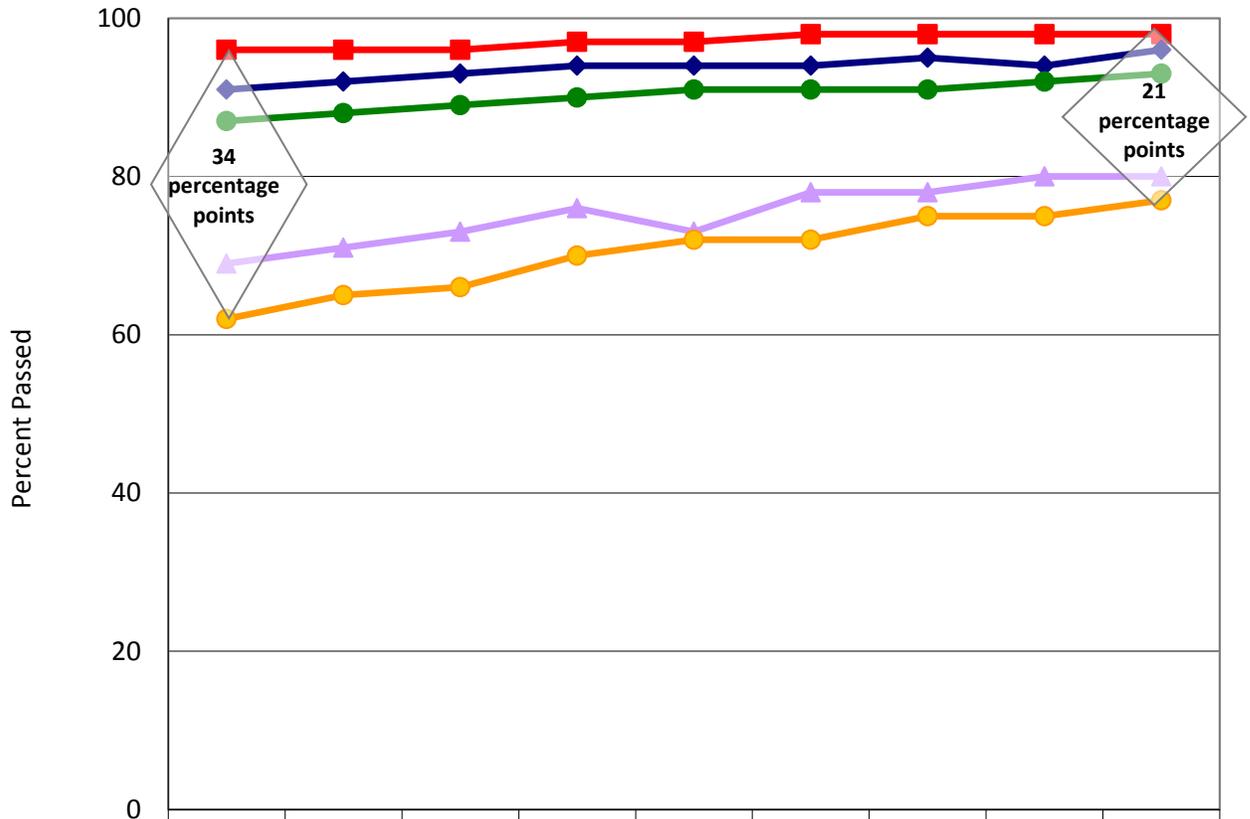
**2005 to 2013 CAHSEE English-Language Arts
 Grade 10 Students: Percent Passed by Selected Subgroups
 Santa Clara County**



	2005	2006	2007	2008	2009	2010	2011	2012	2013
White	92	93	93	94	94	94	95	95	95
Asian	91	92	92	93	92	94	94	95	94
Filipino	87	88	88	90	87	92	90	91	90
African American	75	73	74	78	77	81	79	81	76
Hispanic/Latino	64	66	64	68	69	72	73	75	75

Figure 6

**2005 to 2013 CAHSEE Mathematics
 Grade 10 Students: Percent Passed by Selected Subgroup
 Santa Clara County**



	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	96	96	96	97	97	98	98	98	98
White	91	92	93	94	94	94	95	94	96
Filipino	87	88	89	90	91	91	91	92	93
African American	69	71	73	76	73	78	78	80	80
Hispanic/Latino	62	65	66	70	72	72	75	75	77

Appendix A – Student Counts

2013 CAHSEE Grade 10 English-Language Arts: Students Tested

Population	Santa Clara County		California	
	Number Tested	Percent of Students Tested	Number Tested	Percent of Students Tested
Total Students	19,263		461,150	
Hispanic or Latino	7,277	38%	234,498	51%
Asian	5,273	27%	42,053	9%
White	4,433	23%	123,554	27%
Filipino	955	5%	13,771	3%
African American	511	3%	29,255	6%
Economically Disadvantaged	7,031	37%	255,345	55%
English Learner	2,441	13%	58,837	13%
Special Education	1,660	9%	39,644	8%

2013 CAHSEE Grade 10 Mathematics: Students Tested

Population	Santa Clara County		California	
	Number Tested	Percent of Students Tested	Number Tested	Percent of Students Tested
Total Students	19,039		459,159	
Hispanic or Latino	7,154	38%	233,476	51%
Asian	5,251	28%	41,919	9%
White	4,377	23%	122,953	27%
Filipino	952	5%	13,736	3%
African American	496	3%	29,106	6%
Economically Disadvantaged	6,904	36%	254,165	55%
English Learner	2,371	12%	58,021	13%
Special Education	1,450	8%	37,623	8%

Appendix B - Glossary of Terms

Academic Performance Index (API)

The cornerstone of California's Public Schools Accountability Act of 1999. The API measures the academic performance and growth of schools based on a variety of tests and establishes a statewide ranking of schools according to those scores. Most schools have an API, a state ranking (by elementary, middle, or high school), a ranking in comparison to 100 similar schools, and growth targets for the following year.

Adequate Yearly Progress (AYP)

A goal of the 2001 federal law No Child Left Behind (NCLB) that requires schools and districts to measure and report students' annual progress toward proficiency in English-Language Arts and Mathematics by 2013-14. Progress is based on whether the school or district met its Annual Measurable Objectives and demonstrated 95% participation on standardized tests, achieved its target on the Academic Performance Index and, for high schools, met target graduation rates.

All Students

This is the total number of students taking the test.

California Department of Education (CDE)

The California Department of Education is a California agency that oversees public education. The Department oversees funding, testing, and holds local educational agencies accountable for student achievement. Its stated mission is to provide leadership, assistance, oversight, and resources in the form of teaching and teaching materials so that every Californian has access to a good education.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is a requirement for high school graduation in the state of California, created by the California Department of Education to improve the academic performance of California high school students, and especially of high school graduates, in the areas of reading, writing, and mathematics; public school students must pass the exam before they can receive a high school diploma, regardless of any other graduation requirements. The test first applied to the graduating class of 2004.

Economically Disadvantaged (ED)

A student is defined as economically disadvantaged if the student participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP), or neither of the student's parents is a high school graduate.

English Learner (EL)

A student for whom there is a report of a primary language other than English on the state-approved "Home Language Survey" and who, on the basis of the state-approved oral language (grades K-12)

assessment procedures and including literacy (grades 3-12 only), has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Ethnicity

For each test taker, the ethnic category that most closely reflects the individual's recognition in the community is coded. The following racial and ethnic categories were included: African/African American, American Indian or Alaska Native; Asian/Asian American, Filipino/Filipino American, Hispanic/Latino; Pacific Islander; White (not of Hispanic origin), or Other.

Students with Disabilities (SWD)

A student is included in the students with disabilities subgroup if the student receives special education services and has a valid disability code on the CASHEE student answer document.