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Length of School Calendars and Student Achievement in High Schools in California, Illinois and Texas

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ABSTRACT

Length of School Calendars and Student

Achievement in High Schools in California, Illinois and Texas

The purpose of this study was to analyze student academic performance data from year-round calendar high schools across the United States in comparison to those of traditional calendar high schools within the same states. This study sought to determine if the mean passing scores of students for the last three academic years in four important subgroups of total school population, students who receive special services, English Language Learners, and children from low socioeconomic backgrounds, were significantly different from the mean passing scores of students from the same subgroups who attend schools with traditional calendars. The student and school data used for this study were collected from only documented public, noncharter, high schools that operated on a 12-month, year-round calendar in the United States during the years of 2007-2010. These 26 high schools in the three states of California, Illinois and Texas were then similarly matched with 26 schools from traditional, 10-month-calendar high schools.

This study implemented a Causal-Comparative Design using Independent Samples t-tests to compare the 26 year-round schools to the 26 traditional calendar schools. The results of this study showed no statistical significance regarding the p-values of each subgroup from each state for math and language arts. These results also revealed that, across all three states and in all four subgroups, traditional calendar high schools consistently outperformed their year-round peers in math and language arts from the academic years of 2007 to 2010.

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DEDICATION

This dissertation is dedicated to my loving wife, Faith, and our beautiful daughter, Emily Sophia. Thank you for your support, patience and devotion.

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CHAPTER 1

INTRODUCTION

Historical Background

The issue of providing additional instructional time that students spend in American schools is not a recent educational concern. In 1983, a national report, *A Nation at Risk,* urged educators to add more time to address some of the achievement gaps that were increasingly widening in the American public school systems at the time (Cooper, Nye, Charlton & Lindsey, 1996; Gewertz, 2008). This particular report awakened an interest in examining how instructional time was spent with students in the United States. Additionally, educational research also began to look at how much time other countries dedicated to instruction in their schools, in comparison to American schools. *A Nation at Risk* (1983), *Prisoners of Time* (National Education Commission, 1994), and most recently, *Tough Choices, Tough Times* (2007), recommended that districts look into ways of modifying their existing traditional school calendars to address ways of improving student achievement. For a majority of the public schools in the country, the basic structure of the school calendar had experienced relatively few, if any, changes over the last 100 years, and had not kept up with other countries that had moved beyond the traditional paradigm (Pennington, 2006).

Despite the popularity and prevalence of traditional school calendars, several reform models proposed during the 1980's and 1990's recommended that schools look to help students by increasing instructional time and examining how the amount of time students spend out of school impacted achievement (Cuban, 2008). This issue of time brought about many discussions regarding how educators should begin to reexamine the traditional 10-month school calendar to

find creative solutions to increase instructional time in class and decrease the amount of time students spend out of school.

Many schools around the country responded to these increasing educational demands by experimenting with the reorganization of time spent in their classrooms (Anderson, 1994). With varying degrees of success, as well as a variety of models, a number of these initiatives to increase instructional time were implemented in schools across the United States. For example, The Center for American Progress found that, in the years between 1991 and 2007 alone, almost 300 initiatives to extend learning time were implemented in American schools (Gewertz, 2008).

A number of these initiatives involved lengthening the school day, increasing the number of school days, or moving to some form of a year-round school calendar. At the heart of most of these initiatives was the goal to increase student achievement through the addition of instructional time (Neal, 2008). The basis for many of these initiatives, in lengthening the school year or extending the school year, premised on a belief that additional instructional time would allow teachers more opportunities to teach their children (Stoops, 2007). As educators looked to their global counterparts and see year-round schools having impressive results, schools in America experimented with phasing in different calendar models.

School Calendars

Currently in America, most school calendars average approximately 180 days, with some small breaks during the year and a summer vacation that could last anywhere from 4-8 weeks (CHART 1). In comparison, several studies have reported that nations with more than 180 instructional days and/or who have calendars that are year-round have outperformed American schools (Farbman & Kaplan, 2005). Some public, private and charter schools in the United

States have responded to this educational dilemma by taking steps to extend their school days and/or school year in order to take measures to boost student achievement (Neal, 2008).

In 2005, close to 2,300 public schools in the United States followed some form of a modified schedule (St. Gerard, 2007). Many of these schools were "designated" year-round and still operated in the same districts with other schools that followed traditional calendars. Other programs to increase instructional time, such as classes offered after school or on Saturdays, have had varying degrees of success, but many school districts embraced year-round education as a concrete means to increase academic achievement (Aronson, 1995).

Over the last few decades, numerous types of alternative school calendars have been instituted in various parts of the country to reform schools (Ballinger, 1998). Although there are many different variations of alternate calendars, year-round schooling is most often implemented in public schools in one of two major models to address the goal of increasing time on task and improving student achievement (Cooper et al., 1996).

CHART 1 (NAYRE, 2010)

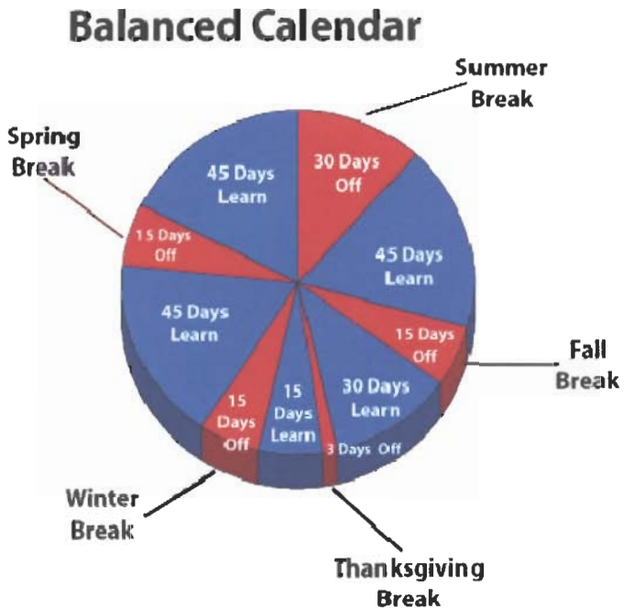
Year-Round Education Models

The first model provides additional days to the existing school calendar. For example, a school that originally had 180 schools days, which is the American average, would perhaps increase that number to 220 days or more. The exact number of days added to the calendar varies from district to district, as well as from state to state. This approach tends to have more breaks throughout the year, but in shorter amounts of time than the current traditional model (Cooper et al., 1996). One example of a year-round calendar would consist of a number of school days followed by a break, such as, 45/10, 45/15, 60/15 and 60/20 (Shields & Oberg, 2000).

The other model, which is the more popular of the two found in the United States, uses the existing number of school days and spreads them out over the course of a regular 12-month

calendar period (CHART 2). This model most often operates on a 45/15 schedule, with 45 days of instruction followed by 15 days of a break repeated throughout the year (Weaver, 1992). The major benefit of this model is that it does not require supplementing teacher salaries, and, instead of increasing the amount of time in classes, it decreases the detrimental effects that some researchers believe occurs during the extended summer vacation when students are not in school studying (Burkham, Ready, Lee & LoGerfo, 2004).

CHART 2 (NAYRE, 2010)



Although there are other variations of modified calendars, these two models represent the majority of year-round schools in the United States. The decision as to which model to adopt is most often influenced by the unique instructional, contractual, economic needs and/or limitations of the district or the particular state.

Summer Fade

Both extended school day and year-round education seek to increase time on-task, but year-round schooling differs slightly in that one of its most important goals is to decrease the academic losses that occur when students are out of school for the two months during their summer vacations. This phenomenon, also sometimes referred to by some researchers as *summer fade* or *summer loss,* has been described as the lack of student growth, or in some cases academic regression, that students face upon returning from their summer vacations (Cash, 2009; Mraz & Rasinski, 2007).

Many researchers have found that summer vacation tends to have a negative impact on student achievement in a variety of different ways. Research has shown that reading scores tend to decrease and students are inclined to lose academic gains during the summer vacation time when they are not in class during the break (Burkham et al., 2004). Some additional research also suggests that students are not able to maintain their achievement levels from the regular school year over the summer break (Stenvall, 2001).

Although summer breaks affect all students, when these deficiencies occur in the early grades they tend to increase exponentially over the course of time until the child enters the secondary level, possibly many years behind his/her peers who have not experienced setbacks. Year-round supporters believe that shorter breaks and a balanced calendar are effective forms of intervention for students who are behind, but also provide benefits for other students as well.

Over a century of research has provided evidence that summer fade, for many children in America, is a national phenomenon that no one seems to want to address (Bracey, 2002). There is a lack of research, educational, psychological or sociological, that has actually proven with any degree of significance that summer vacations actually improve student achievement, are necessary for child and adolescent development, and/or benefit the educational institutions in the

United States. Ironically, the fact that little research has actually prescribed, or recommended, summer vacation has done little to persuade opponents of year-round education.

Most educators agree that the real reason for having a two-month school break during the summer began as a need for students to fulfill farming obligations necessary during the Agrarian Age of America. But this decision was also aided by the fact that the hot temperatures of summer would prevent students from utilizing the schools during the sometimes searing months of July and August many regions face on an annual basis. The unsuitable nature of most school buildings precluded the ability for student and teachers to continue instruction.

Summer Vacations Today

Since very few American students today have the same farming obligations as their predecessors from over a century ago, and most buildings constructed in the past 20 years are equipped with the necessary climate control, the original obstacles for year-round education, for the most part, seem to have been removed as a scheduling barrier for public schools. Yet, this is not the case for the majority of American schools who continue to operate for only 10 months out of the calendar year.

The deficits that occur from summer fade most often severely impact students from low socioeconomic areas and at-risk students the hardest. Some researchers have even claimed that as much as three months of academic setback can occur per grade level (Cooper et al., 1996). Other research has found that children from various socioeconomic backgrounds may make similar gains during the school year as their other peers, but those from low socioeconomic groups create academic deficits during their summer months (Cooper et al., 1996; Edmonds, O'Donoghue, Spano & Algozzine, 2008; Zuckerbrod, 2007). Lastly, additional studies have shown that, in the last few decades, our high achieving students in America have been steadily

losing their educational ranking in the world and spend considerably less instructional time than other countries (Bracey, 2002a). High-achieving students are known to benefit from schools with year-round calendars with accelerated programs and advanced classes (Coalition for Student Achievement, 2009).

Theoretical Framework

The theoretical framework for this study is based on the work of Cooper, et al. (1996), as well as Entwisle, Alexander, and Olson (1997). Cooper et al.'s (1996) meta-analysis was an important piece of research that reviewed the major studies conducted for the last 100 years on the relationship of summer learning and student achievement. Their analysis of 39 separate studies found that achievement declined over the summer months.

Additionally, the work of Entwisle, Alexander and Olson (2000), often referred to as *Faucet Theory,* found that learning and access to educational resources for students are turned on during the school year, but when school is not in session the faucet of instruction is turned off. The researchers stated that there are inequalities in educational opportunities that can be explained by this summer phenomena. Their research has also shown that summer loss impacts specific groups the most, such as children with special needs, nonnative speakers of English, and students from low socioeconomic backgrounds.

Statement of the Problem

This study sought to determine if the mean passing scores of students in four important subgroups of students who attend public high schools in a year-round environment (students designated as total school population, students who receive special services, students who are English Language Learners, and children from low socioeconomic backgrounds) were

significantly different from the mean passing scores of students from subgroups who attended schools with traditional calendars over the course of the last three academic years.

Purpose of the Study

As state and federal requirements to increase graduation requirements become more rigorous, schools have tried to experiment with new ways to increase the amount of time students spend in school (Scherer, 2001). Since 2006, a rising number of states have implemented year-round schools, but the data determining their effectiveness is limited and focuses on the earlier grades, preventing a comprehensive analysis of how this educational continuum plays out for the older students.

In addition to limited research on summer loss at the secondary level, little research has been conducted to determine if year-round high schools are more effective than their traditional counterparts regarding student achievement. Although there have been studies in the primary and middle school grades, very little has been done at the high school level to explore the benefits of year-round education for secondary students. The purpose of this study was to analyze student academic performance data based on the federal government's No Child Left Behind (NCLB) legislation requirements for each state from year-round calendar high schools across the United States in comparison to those of the respective traditional calendar high school passing averages within the same state. The federal No Child Left Behind (NCLB) Act of 2001, required adequate yearly progress (AYP) to determine student achievement within all schools and districts. In order to make AYP, each state is required to establish proficiency for all students defined by race, socioeconomic status, disability, and English language proficiency. Students are measured as a whole and by designated subgroups in English and mathematics.

Hypothesis

The major hypothesis of the study was that student subgroups (students designated as total school population, students who receive special services, students who are English Language Learners, and children from low socioeconomic backgrounds) from year-round high schools will show higher gains on the respective state standardized math and language arts tests than their peers within their state. The independent variables were 12-month, year-round schools and 10-month, traditional calendar schools. The dependent variable was the respective state student achievement tests.

The following hypotheses were used as the basis for this study:

H_1: High school students from 12-month, year-round calendar schools in the areas of total school population, special services, low socioeconomic status and English Language Learners will score significantly higher passing rates on their state standardized test than high school students from the same subgroups from 10-month, traditional calendar schools within the same state.

H_0: High school students from 12-month, year-round calendar schools in the areas of total school population, special services, low socioeconomic status and English Language Learners will not score significantly higher passing rates on their state standardized test than high school students from the same subgroups from 10-month, traditional calendar schools within the same state.

Definition of terms

Intercession: A term used for the vacation periods between instructional days that vary in length from state to state.

No Child Left Behind (NCLB): Federal legislation passed under the administration of President George W. Bush that is a standards-based education reform. The Act requires states to apply statewide assessments to certain grades to continue receiving federal funding. Each state sets the standards for their respective schools (ed.gov.com, 2010). Designated subgroups needing continual improvement include customary racial/ethnic subgroups (White, Black not of Hispanic Origin, Hispanic, Asian, American Indian), students with disabilities, limited English proficient students, and economically disadvantaged students.

State achievement tests: Each state department of education has its own assessment to assure that students are achieving. The criteria vary from state to state, but are consistently used to show performance for reporting No Child Left Behind progress. The determination of what is proficient was made by the respective state department of education.

Summer fade: Summer fade is often described as "the lack of student growth", or in some cases, "regression of that growth", that some students face during their summer vacations (Cash, 2009; Mraz & Rasinski, 2007).

Summer loss: The difference in achievement between groups of students attributed to the lack of learning that occurs during the summer (Bracey, 2002)

Summer reading loss: The lack or decrease in access, instruction and/or supervision of reading books, text and/or print that occurs for certain students during the summer months (Allington & McGill-Franzen, 2003).

Summer setback: The level of achievement that declines during the months between June and September (Allington & McGill-Franzen, 2003).

Summer slide: The learning losses that occur following the summer break (Borman & Dowling, 2006).

Traditional calendar schools: Schools with traditional calendars can range from 180 days or more. The national average for the number of school days at the secondary level is approximately 180.

Year-round education: Year-round education can be explained as "any school scheduling program that involves restructuring the traditional 180-day school calendar to continuous learning throughout the year or adds additional days to the school calendar" (Serifs, 1990).

Year-round schools: Year-round schooling uses the existing number of school days and spreads them out over the course of a regular 12-month calendar period. This is also sometimes described as having a distributed learning calendar, balanced calendar or modified calendar. In addition, some year-round schools function purely because of overcrowding issues. Although they may be considered part of year-round education reform, they are more concerned with addressing the fiscal needs of the district to maximize space through a modified calendar.

Delimitations

1. This study includes schools that identify themselves as 12-month, or year-round, high schools based on how they are reported to their respective state departments of education.

2. Only the tests used for NCLB purposes were used for this study. Therefore, the three test results that were used are those of The California High School Exit Examination

(CAHSEE), The Prairie State Achievement Examination (PSAE), and The Texas Assessment of Knowledge and Skills (TAKS).

3. This research studied only year-round high schools that operated during the three academic years of 2007-2010 to better increase reliability of the student achievement data.
4. This study did not seek to research the specific instructional methods implemented by the year-round high schools, amount of teacher preparation, or types of student selection processes used in these year-round schools.
5. This study did not attempt to compare students from state to state. Although each state is now required to provide some measurement tools to assess their students, this study sought to compare students from within each state to other similar high schools using the same assessments within the same state. Currently, it is difficult to make sound comparisons of one state because of the variety of tests and multiple criteria that each state uses.

Limitations

1. This study did not seek to determine the number of years each school had been using the year-round calendar. Therefore, there are schools that have had five or more years of a year-round calendar and those that have had less. Any year-round public high school that has data for the last three years was used for this study. In addition, the number of instructional days was limited to the state required number of schools days, which were approximately 180 days, and did not include any schools that exceeded that average using 240 or more school days.

2. This study did not incorporate whether students at the secondary level attended year-round schools at the elementary or middle school level. The students who were selected were those who were currently enrolled in the schools at the time the state assessments were given. The study also did not take into account students who had attended year-round elementary and middle schools, traditional elementary and middle schools, or a combination of the two.
3. Because year-round charter schools tend to have different enrollment methods, have the ability to be more selective than their public counterparts, and have varying requirements from state to state, their results are also not included in this study.

CHAPTER 2

REVIEW OF THE LITERATURE

Summer vacation was not widely instituted until the late 19th Century, when one of the measurements of a good school at that time had been the number of days it was open (Weiss & Brown, 2005). Oftentimes, the financial state of the district determined how long the school was open during the year. Schools with longer calendars were often perceived by the general public as more effective. Until educational reforms in the last century sought to unify schools, many districts operated on a calendar that varied from region to region based on the unique needs of the community (Weiss & Brown, 2003). The nine-month calendar that is used in the majority of American schools today was never initially intended to be the standard calendar for schools (Ballinger & Kneese, 2006).

The idea of the traditional summer vacation seems to have become part of the fabric of American culture over the course of the last 200 years. Currently, the summer holiday is viewed by many Americans as the glue of country's school system (Weiss & Brown, 2003). In addition, the revenues of many seasonal industries have become dependent on the openings and closings of the traditional school calendar, as well as the summer-themed attractions for children, that seem to give credence to the metaphor given by one writer that the school schedule is one of the "great clocks of our society" (Weiss & Brown, 2003).

For the past 100 years, though, researchers have begun to document what has been referred to as *summer slide*, or the decline in student achievement immediately following the summer break (Borman & Dowling, 2006). Unfortunately, there had always been two great barriers that made it difficult for schools to be in session for the entire year - the vestiges of the Agrarian Calendar and the limitations of the building facilities themselves.

Some recent research has refuted the popular theory that the traditional school calendar is based on the agrarian demands of early America. In fact, some schools, especially in the larger urban centers, had their buildings open for 11 months during the year in the early 1900's (Cooper et al., 1996). The other barrier, facilities, also seems to be a rapidly diminishing concern. Up until the 1970's, most schools across the country functioned without air conditioning. For climatic reasons alone, this limited schools from being in session during the extremely hot months of the summer. But, as older schools were replaced by newer, climate-controlled ones, it has eliminated some of the reasons why schools should not be in session during the summer.

History

As early as 1684, a grammar school founded in Massachusetts required 12 months of education. In 1841, Boston schools operated for 244 days, while Philadelphia implemented a 251-day calendar (Association of California School Administrators, 1988). According to Silva (2007), in the beginning of the 19th Century, large cities commonly had long school years, ranging from 251 to 260 days. During this time, many of these rural schools were open only about six months out of the year. Glines (1995) first wrote that the origin for the traditional school calendar based purely on agrarian needs was not entirely accurate. In the 19th Century, districts organized their calendars around the needs of the community.

For example, some special provisions were made for vacations during September and October for communities with large fall harvests. Prior to 1890, students in major urban areas were in school for 11 months a year. But, by 1900, the more popular 180-day, 9-month, calendar had been firmly established. Year-round programs were implemented in such places as Blufton, Indiana (1904), Newark, New Jersey (1912), Aliquippa (1928) and Ambridge (1931)

Pennsylvania; Nashville, Tennessee (1925), Omaha, Nebraska (1924) and Minot, North Dakota (Glines, 1997).

Many 12-month schools called for a two-week vacation during the summer, which was then extended to four weeks. The reasons for the increase were attributed to high absenteeism due to hot and unhealthy summer months; epidemics, vacations, and general truancy of students were other contributing factors. Some urban centers such as Buffalo, Detroit and Philadelphia changed from year-round in the middle part of the century to a two-month holiday by the late 19th Century. In rural areas, the dates would change, depending on funding problems, fuel, harvest and the weather conditions (Weiss & Brown, 2003). Year-round schooling was also used in some areas across the country to address rapid population growth. It was not until 1968 to 1970 that year-round education was established in Missouri, Illinois, California and Minnesota to accommodate the increasing student population (Glines, 1997).

A majority of districts that adopted year-round schools during 1970-1990 did so to maximize space (Hazleton, 1992). In 1972, California seemed to lead the way in the resurgence of year-round calendars, creating the first multitrack schools in La Mesa, Spring Valley and Chula Vista to address large increases in student enrollment (Ballinger & Kneese, 2006). Also in that same year, educators from existing year-round schools formed the National Association for Year-Round Education (National Association for Year-Round Education, NAYRE, 2010).

By 1890, many schools eliminated July and August for instructional reasons; such as, feelings that they were inferior, that teachers would benefit from professional development, and that the human mind and body were too frail for year-round academics. Gold (2002) reported that, in the 19th Century, rural and urban schools held summer and winter sessions and closed in the fall and spring, due to poor road conditions and financial constraints. The research further

indicates that, once the 180-day calendar became the norm, no one could alter it and it was continued because of cultural, economic and historical traditions.

Research Studies

Since 1904, studies have shown that summer can cause setbacks in students' math skills (Schulte, 2009). The phenomenon of summer loss was reported in New York by William White in 1906 (as cited in Schulte, 2009). White tested students on math problems before and after summer vacation and reported that some loss was found. In 1919, Garfinkel found less summer loss for students who engaged in summer activities than for those who had not participated in summer activities. In 1924, Brueckner and Distad examined June and September reading scores and reported some loss with the low-achieving students. In 1925, Patterson and Rensselar examined summer loss for fourth through eighth graders in reading and math, but found no significant statistical results. In 1926, Noonan found only a small reading loss for fifth and sixth graders in his published study. In 1928, Nelson reported summer loss for third, fourth, fifth and seventh graders in math and spelling. In the same year, two other studies were completed regarding summer loss. Bruene (1928) found summer gains in reading and losses in math, while in 1929, Morgan reported that summer losses in math computation, problem solving and reading comprehension were significant.

Research was completed in 1934, when Kolberg studied seventh graders, and found that detrimental effects of summer loss affected low performers the most (as cited in Cooper, 1996). Schrepel and Laslett found similar results in 1936 with eighth and ninth graders. In 1937, Keys and Lawson found summer losses in mathematics and gains in reading in fourth, fifth and sixth graders. Lahey's 1941 study showed losses in math fundamentals but gains in math problem

solving. Cook completed a study in 1942 with first and second graders and found that the amount of studying impacted summer loss.

In 1962, Parsley and Powell researched the effects of summer vacation on achievement of second through seventh graders and found that students of average intelligence showed summer loss in math fundamentals and spelling, but gains in math reasoning, reading comprehension, vocabulary and English mechanics (as cited in Cooper, 1996). Arnold's 1968 study examined the reading and vocabulary summer retention scores of disadvantaged Mexican American third graders and discovered that students lost about 4/10 of a standard deviation in reading comprehension scores between spring and fall. Beggs and Heironymus compared spring and fall scores in 1968, and found losses in math concepts and problem solving, reading comprehension, spelling and English language with a large sample of fifth and sixth graders. Hayes and Grether conducted a 1982 analysis of reading achievement for second through sixth graders attending New York City schools, and found that poorer schools and schools serving large minority populations showed losses in reading and vocabulary over the summer vacation. During this decade, increased instructional time started to become an important issue for educators; initiatives such as block scheduling were started in to promote instructional innovations (Cuban, 2008).

Researcher in 1973 (as cited in Merino, 1983) reported results from his study that found negative effects of year-round education among elementary students in language arts and math. By 1976, 28 states had some form of year-round education in one or more of their schools (Mutchler, 1993). In 1978, Barbara Heyns studied the seasonal perspective of summer loss in the primary grades. Her findings suggested that entire learning gaps stem from summer learning loss.

Hayes and Grether (1982) found that a seven-month difference in reading achievement between poor and middle class students in second grade had widened to two years and seven months by the end of sixth grade. Skeptics of year-round education were reported to be concerned about costs, teacher and student burnout and whether increased time would guarantee increased student achievement (Mazzerella, 1984). In Utah, one study revealed no increases in standardized test scores after one year in year-round education (Van Mondfrans, 1985)

The 1990's saw an increase in the number of year-round education programs. The year 1992 saw the number of year-round programs grow to more than 1800 schools in 26 states. Alcorn (1992) found that scores of third, fifth and sixth graders improved using a year-round model. Fardig (1992) compared two single track year-round schools to traditional schools and found a positive effect on achievement and greater gains than expected after only a year of operation. Winters (1994) found that students on a year-round calendar scored better on achievement tests after a review of 19 studies regarding the topic. Year-round students outperformed those in a traditional system, while the traditional students scored higher in only three categories. Worthen and Zsiray (1994) summarized 32 studies and two reviews, by stating that year-round students may have a slight, but not overwhelming, advantage. The most comprehensive study on the research of summer loss was completed by Cooper et al., in 1996. This meta-analysis reviewed the major studies conducted for the last 100 years regarding the subject. The researchers found that 39 studies which they reviewed suggested achievement declines over the summer months. They also reported that large scale movements to change the school calendar have not been embraced. One study during this decade found that the possible reasons for year-round education were to increase the amount of material that students learn and to more closely fit the lifestyle of today's American families (Gandara & Fish, 1994). Another

study during this time had shown that some researchers felt that children should spend more time in school (Elam, Rose & Gallop, 1996). Similarly, the Bakersfield City School District also had not reported any significant difference since the inception of the summer initiative (Wildman, Arambula, Bryson, Bryson &, 1999).

Dossett and Munoz (2000) compared the Comprehensive Test of Basic Skills scores of 95 single-track, year-round students to 95 traditional students with matched socioeconomic status and found no positive significant impact on cognitive variables. Cooper, Charlton, Valentine, and Muhlenbruck (2000) reviewed 93 studies and found summer school and achievement gaps. Kneese (2000) found that year-round programs demonstrated some advantages over the traditional program schools. His study showed that males appeared to perform better than females in year-round schools. However, the gains seemed to slow down after several years. Entwisle et al.'s (2000) work with the *Faucet Theory*, which was first developed in 1997, suggested that educational resources are turned on during the school year for all students, and then are turned off during the summer months. Their research found that children from low socioeconomic backgrounds had greater summer learning loss compared to their peers. In a separate study, Penta (2001) concluded that gains in year-round schools were nullified when racial and socioeconomic variables were taken into consideration, and also found that gains were erased over time. In a study of schools in Fairfax County, Virginia, Metzker (2003) showed that the year-round schedule was an improvement in teachers' working conditions. Downey, von Hippel and Broh (2004) concluded that the achievement gap for kindergarten students from low socioeconomic groups grew faster during the summer. Burkham et al. (2004) found that many of the studies concerning year-round education have focused predominately on elementary schools, but none have used nationally representative data. Weiss and Brown (2005) reported the

contrasting results regarding summer loss, stating that the research had become polarized. The Virginian Pilot study had shown improved academic results regarding their year-round schools that started in 2003. Virginia reported 28 year-round schools in their state with speculation about adding more in the future (Roth, 2006). Teach Baltimore Randomized Trial found that summer programs improved achievement in their three-year longitudinal study implemented at a summer academy (Borman & Dowling, 2006). Nebraska schools opted for year-round schools for educational reasons (Saunders, 2006). von Hippel (2007) studied test scores for kindergarten and first grade students in 784 public and 244 private schools in different parts of the country, and found no significant difference in scores for students in year-round schools compared with those from a traditional calendar. A 2007 study by Bianco-Sheldon found that math tutoring over the summer helped improve student performance. In the same year, Hawaii switched to nontraditional calendar schools (Zuckerbrod, 2007). Cuban (2008) criticized the previous research on time in schools claiming that its findings have been inconsistent. Schulte (2009) also reported his concerns regarding summer programs to increase student achievement. Ironically, in 2008, Edmonds found that literacy skills improved in summer programs. He reported that suburban children's reading skills improved, while those of their impoverished peers declined. In the same study, the researcher found that reading achievement remained steady throughout their time in elementary school, but that the gap widened as children moved on (Edmonds et al., 2008). In 2008, North Carolina reported that it was interested in moving to year-round education for some of its schools (Hayes, 2008). The National Center for Summer Learning at Johns Hopkins University provided $5.2 million dollars in public policy to promote summer programs (Gewertz, 2008). A Massachusetts school district recently received grant money to expand learning time, and launched a $5.2 million initiative to promote funding for implementing

summer programs for their schools (Gewertz, 2008). Wildman, et al. (1999) found that administrators from year-round schools have mixed feelings about the initiative. Problems such as not having a definitive beginning and end, scheduling vacation time, burnout and teacher in-servicing were challenges that they faced.

CHAPTER 3

METHODOLOGY

Subjects

The student and school data used for this study was collected from 26 high schools in the three states of California, Illinois and Texas. These schools were researched and found to be the only documented public, noncharter, high schools that operated on a 12-month, year-round calendar in the United States during the years of 2007-2010. Of the 26 year-round high schools, California has 18 high schools, Illinois has 4 high schools and Texas has 4 high schools. The 26 similarly matched schools for this study are from traditional, 10-month calendar high schools that matched the year-round high schools based on specific criteria from their respective departments of education. Each state has indicators such as student population, student ethnicity, and similar student achievement scores used to supply comparable schools within the state that will be further explained in a later section of this study.

Procedure

Each state department of education was researched to identify Year-Round High Schools (YRHS) that operated in the United States during the school years of 2007-2010 (CHART 1). The results were 18 YRHS from California, 5 YRHS from Illinois, and 4 YRHS from Texas (TABLE 1). Each state department of education provided comparable schools with the same state based on individual criteria such as student population, economic status, ethnicity, etc. A Traditional Calendar High School (TCHS) that was supplied as a comparable school was then randomly selected to match each YRHS (TABLE 2).

TABLE 1 – Twenty-six 12 Month, Year-Round High Schools

STATE	COUNTY/DISTRICT	NAME OF HIGH SCHOOL	STATE ASSESSMENT
1Y. California	Lake Tahoe	South Tahoe High School	CAHSEE
2Y. California	Glenn	Willows High School	CAHSEE
3Y. California	Los Angeles	Bell Senior High School	CAHSEE
4Y. California	Los Angeles	Huntington Park Senior High	CAHSEE
5Y. California	Los Angeles	James A. Garfield Senior High School	CAHSEE
6Y. California	Los Angeles	John C. Fremont Senior High School	CAHSEE
7Y. California	Los Angeles	John H. Francis Polytechnic	CAHSEE
8Y. California	Los Angeles	John Marshall Senior High School	CAHSEE
9Y. California	Los Angeles	Los Angeles Senior High School	CAHSEE
10Y. California	Los Angeles	Manual Arts Senior High School	CAHSEE
11Y. California	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE
12Y. California	Monterey	Monterey High School	CAHSEE
13Y. California	Monterey	Seaside High School	CAHSEE
14Y. California	Riverside	Murrieta Valley High School	CAHSEE
15Y. California	Murrieta	Vista Murrieta High School	CAHSEE
16Y. California	San Bernardino	Apple Valley High School	CAHSEE
17Y. California	San Bernardino	Granite Hills High School	CAHSEE
18Y. California	Fillmore	Fillmore Senior High School	CAHSEE
19Y. Illinois	Rock Island	Rock Island High School	PSAE
20Y. Illinois	Rock Island	Sherrard High School School	PSAE
21Y. Illinois	Rock Island	United Township High School	PSAE
22Y. Illinois	Rock Island	Rock Island High School	PSAE
23Y. Texas	Socorro ISD	Americas High School	TAKS

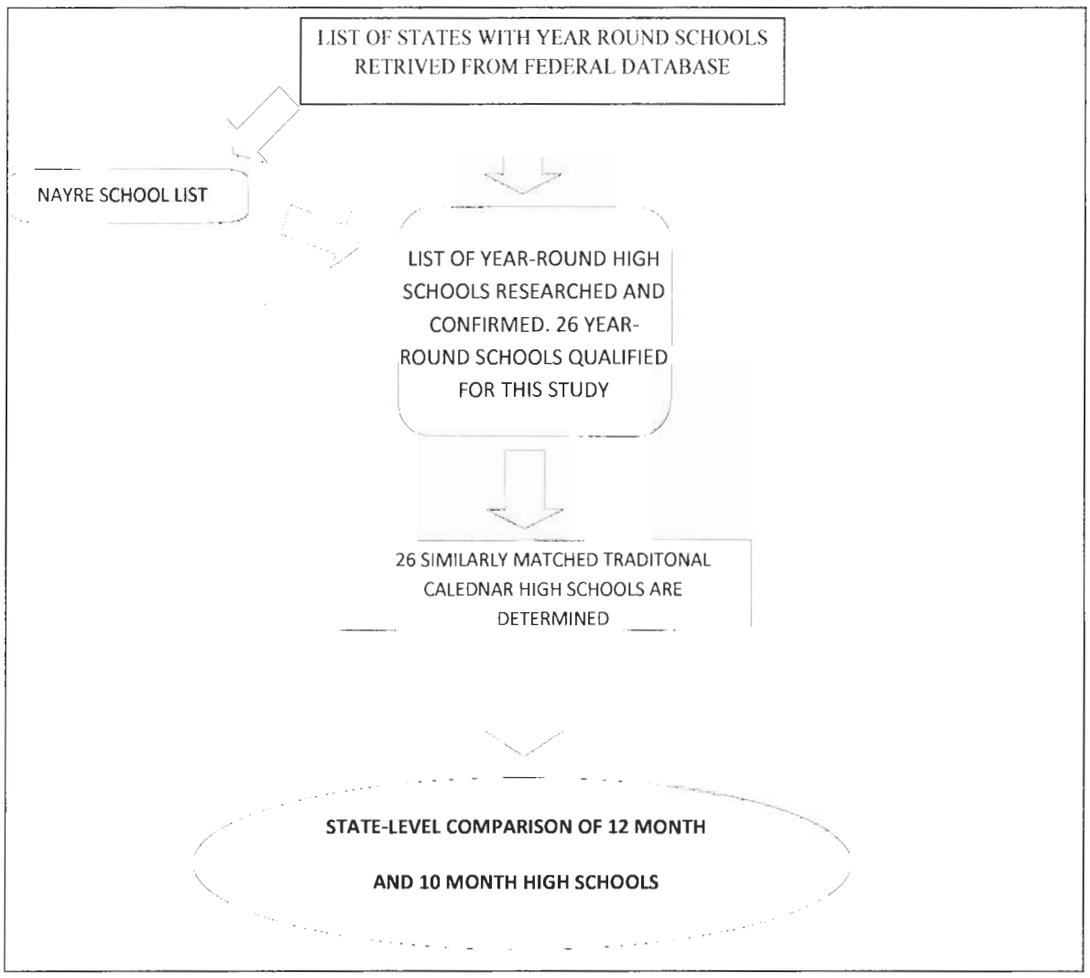
24Y. Texas	Socorro ISD	El Dorado High School	TAKS
25Y. Texas	El Paso ISD	Montwood High School	TAKS
26Y. Texas	Socorro ISD	Socorro High School	TAKS

TABLE 2 – Twenty-six 10 Month, Traditional High Schools

STATE	COUNTY/DISTRICT	NAME OF HIGH SCHOOL	STATE ASSESSMENT
1T. California	Fowler Unified	Fowler High School	CAHSEE
2T. California	Bellflower Unified	Mayfair High School	CAHSEE
3T. California	Inglewood Unified	Inglewood High School	CAHSEE
4T. California	Los Angeles Unified	Panorama High School	CAHSEE
5T. California	Golden Plain Unified	Tranquility High School	CAHSEE
6T. California	Oakland Unified	Mandela High School	CAHSEE
7T. California	Los Angeles Unified	Gardena Senior High School	CAHSEE
8T. California	Fresno Unified	McLane High School	CAHSEE
9T. California	Pasadena Unified	John Muir High School	CAHSEE
10T. California	Los Angeles Unified	East Valley Senior High School	CAHSEE
11T. California	Los Angeles Unified	Crenshaw Senior High School	CAHSEE
12T. California	Kings	Hanford High School	CAHSEE
13T. California	Merced	Delhi High School	CAHSEE
14T. California	Marin	Terra Linda High School	CAHSEE
15T. California	San Bernardino	Alta Loma High School	CAHSEE
16T. California	Alvord Unified	La Sierra High School	CAHSEE
17T. California	Kings	Lemoore High School	CAHSEE
18T. California	Tulare	Lindsay Senior High School	CAHSEE
19T. Illinois	Thornridge	Thornridge High School	PSAE

20T. Illinois	Seneca	Seneca High School	PSAE
21T. Illinois	Bloomington	Bloomington High School	PSAE
22T. Illinois	East Richland	East Richland High School	PSAE
23T. Texas	Alice ISD	Alice High School	TAKS
24T. Texas	Brownsville ISD	Hanna High School	TAKS
25T. Texas	McAllen ISD	Rowe High School	TAKS
26T. Texas	La Joya ISD	La Joya Senior High School	TAKS

CHART 1 - Procedure



Instruments

The instruments used for this study were the California High School Exit Examination (CAHSEE), the Prairie State Achievement Examination (PSAE), and the Texas Assessment of Knowledge and Skills (TAKS), which are all used for reporting student achievement to the federal government. NCLB (2006) PL221 began with the 2002-03 school year and requires schools to:

> Show annual improvements in the academic achievement of the overall student population and by student groups within the general population. Under this federal mandate, schools must make adequate yearly progress (AYP) for students as a group and designated student subgroups in English and mathematics. Designated subgroups needing continual improvement include customary racial/ethnic subgroups (White, Black not of Hispanic Origin, Hispanic, Asian, American 28 Indian), students with disabilities, limited English proficient students, and economically disadvantaged students.

Each of these states offers different types of math and literacy questions for their state assessments, and also vary their scoring procedures. Therefore, this study did not seek to compare students state to state and only sought to compare within the same state. An overview of these assessments is broken down by each state.

The California High School Examination (CAHSEE)

The California High School Exit Examination (CAHSEE) was first administered to 10th graders in 2002. This test has two parts: English-Language Arts (ELA) and Mathematics. All California public school students, with the exception of specific students with disabilities, are required to take the CAHSEE for the first time in the 10th grade. Students must pass the CAHSEE as part of their graduation requirements. Tenth graders who do not pass the test at their first administration are able to take the test in their 11th and 12th grades.

The ELA section of the CAHSEE includes vocabulary, decoding, comprehension, and analysis of information and literary texts. The mathematics part of the CAHSEE includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra.

*CAHSEE Scoring**

Subject	Not Passing (Scale Score)	Not Passing (Raw Score)	Passing (Scale Score)	Passing (Raw Score)	Proficient (Scale Score)	Proficient (Raw Score)	Advanced Proficient (Scale Score)	Advanced Proficient (Raw Score)
Math	275-349	0-42	351-378	43-57	380-418	58-71	422-450	72-80
English Language Arts	349-275	0-55	35-378	56-68	381-402	70-76	406-450	78-90

****http://www.ets.org/Media/Tests/CAHSEE/pdf/2009_October_Interpreting_Scores_Tables.pdf***

The Illinois Prairie State Achievement Examination (PSAE)

The Prairie State Achievement Examination (PSAE) is a two-day state assessment given to 11th grade students in the state of Illinois. This test assesses students in reading, mathematics, science and is a state requirement for graduation. The test measures student achievement based on the Illinois Learning Standards of specific knowledge and skills that every student is expected to know.

The PSAE includes three sections: ACT Plus Writing - which includes English, mathematics, reading, science and a 30-minute writing task; a science assessment; and two assessments in Applied Mathematics and Reading.

PSAE Scale Score Cut Points (on 120–200 point scale)*

Subject	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
Reading	120–134	135–154	155–177	178–200
Mathematics	120–135	136–155	156–178	179–200

http://www.isbe.net/assessment/pdfs/2010/PSAE_Teacher_Hdbk.pdf

The Texas Assessment of Knowledge and Skills (TAKS)

The Texas Assessment of Knowledge and Skills (TAKS) is a state required student accountability assessment given to 10th grade students. The Texas Education Agency reports the results of this test to show evidence of "adequate yearly progress." All students, except certain individuals who receive special services, are required to take these assessments. The TAKS is developed and scored by Pearson Educational Measurement and assesses student achievement in reading, writing, math, science, and social studies skills. All Texas students must pass the TAKS as part of their graduation requirements although recent legislation has been passed that will phase out the TAKS in favor of end-of-course assessments.

TAKS Scoring*

Subject	Met Standard (Raw Score)*	Met Standard (Scale Score)	Commended Performance (Raw Score)*	Commended Performance (Scale Score)
Math	34/60	2100	53/60	2400
English Language Arts	44/73	2100	63/73	2400

*For subsequent administrations, shifts may occur in the number of items (raw score) needed to achieve Met Standard and Commended Performance. ***http://ritter.tea.state.tx.us/student.assessment/scoring/pstandards/perfst09.pdf***

Design

This study used a Causal-Comparative Design to compare the achievement scores of students from the high schools with two different school calendars. Gay, Mills, & Airasian (2009) explained that this design, "involves selecting two groups that differ on some variable of interest and comparing them on some dependent variable" (p. 220). In this study, the means of the subgroups from year-round high schools and traditional calendar schools are compared to determine if there is a significant difference in passing rates. The authors explained that this type

of study is often used because it "involves a wider variety of statistical techniques than the other types of research" (p.220). It was believed that this type of design would best analyze two groups that in many ways are similar but differ in the amount of days they attend school. They further stated that, "the goal is to have groups that are as similar as possible on all relevant variables except the grouping variables" (p.221).

Statistics

The data for this study was collected and analyzed using Independent Samples t-tests to compare the 26 year-round schools to the 26 traditional calendar schools. The t-tests were used to compare the passing means of students in reading and math for total student population, students with disabilities, students with limited English proficiency and students who are economically disadvantaged.

Analysis

The student performance data from the state standardized tests were collected and measured to compare data of student passing rates for each state. This data was calculated using Independent Samples t-tests to see if the passing rates of year-round high schools were significantly different from traditional calendar high schools. These results were calculated to determine if, on average, students from year-round high schools perform significantly different on average from other high school students within the state using the Statistical Package for the Social Sciences (SPSS) software.

CHAPTER 4

RESULTS AND FINDINGS

The purpose of this study was to determine if the mean state standardized state performance scores of students from California, Illinois and Texas in four important subgroups of students who attend public high schools in a year-round environment (total student population, students who receive special services, students who are English Language Learners, and children from low socioeconomic backgrounds) were significantly different from the mean performance scores of students from subgroups who attended schools with traditional calendars over the course of the last three academic years from 2007 to 2010. The passing rates from the three states that have year-round high schools in the United States (California, Illinois and Texas) were collected and analyzed to determine if schools using year-round calendars performed differently from students in traditional calendar schools.

The data from this study were collected from the respective state databases available to the public based on the student performance from the state tests submitted for No Child Left Behind (NCLB) compliance. The federal No Child Left Behind (NCLB) Act of 2001 required adequate yearly progress (AYP) to determine student achievement within all schools and districts (2010). In order to attain AYP, each state is required to establish proficiency for all students defined by race, socioeconomic status, disability, and English language proficiency. Students are measured as a whole and by designated subgroups in English and mathematics. The California High School Exit Examination (CAHSEE), Prairie State Achievement Examination (PSAE) and Texas Assessment of Knowledge and Skills (TAKS) are assessments used in this study by the three states as part of AYP reporting, as well as their own state graduation requirements. This data is available to the general public and is posted at each respective department of education.

An initial search of all available year-round high schools in the United States for the last three years produced the three states of California, Illinois and Texas. California had 18 year-round high schools, Illinois had four year-round high schools and Texas had four year-round high schools. Next, similarly matched schools were identified from traditional 10-month calendar high schools to be compared to their year-round counterparts. Each of these three states provides lists of comparable schools based on population, financial status and other variables. These schools were inputted into Microsoft Excel, and the names of random schools were produced. The passing percentages from each group were collected and inputted into SPSS using Independent Samples t-tests. The means from these scores were then recorded and analyzed. The p-values generated from theses analyses were used to predict the likelihood of the null hypothesis being retained. Tests with p-values less than, or equal to, 0.05 were identified as being statistically significant (Witte, 2007).

The null hypothesis (H_0) tested whether high school students from 12-month, year-round calendar schools in the areas of total school population, special services, low socioeconomic status and English Language Learners will not score significantly higher on their state standardized tests than high school students from the same subgroups from 10-month, traditional calendar schools within the same state. The alternative hypothesis (H_1) tested whether high school students from 12-month, year-round calendar schools in the areas of total school population, special services, low socioeconomic status and English Language Learners will score significantly higher on their state standardized tests than high school students from the same subgroups from 10-month, traditional calendar schools within the same state.

Based on the findings of this study, the results support the null hypothesis (H_0). The student achievement data from 12-month, year-round calendar schools in the areas of total school

population, special services, low socioeconomic status and English Language Learners that was collected did not score significantly higher on their state standardized tests than high school students from the same sub-groups 10-month, traditional calendar schools within the same state.

A detailed analysis of each subgroup from the three states produced the following results:

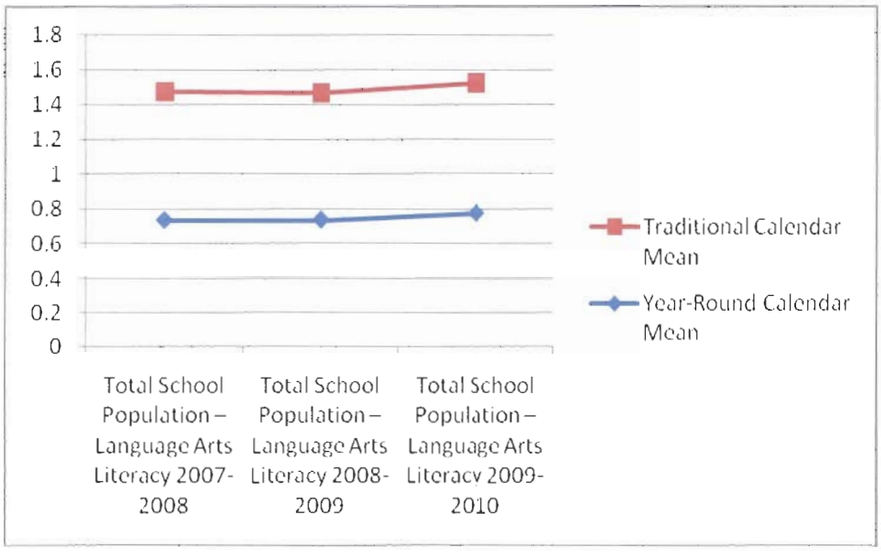
California - Language Arts Literacy

Total School Population Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Total School Population – Language Arts Literacy 2007-2008	0.73351187933	0.74061905322	0.3044	0.7645
Total School Population – Language Arts Literacy 2008-2009	0.73609675100	0.73109966467	0.2088	0.8371
Total School Population – Language Arts Literacy 2009-2010	0.77420460833	0.75040916289	1.0190	0.3225

The p-values from the three academic years of total student population (0.7645, 0.8371 and 0.3225) are greater than 0.05 and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

California Year-Round and Traditional Schools Comparison



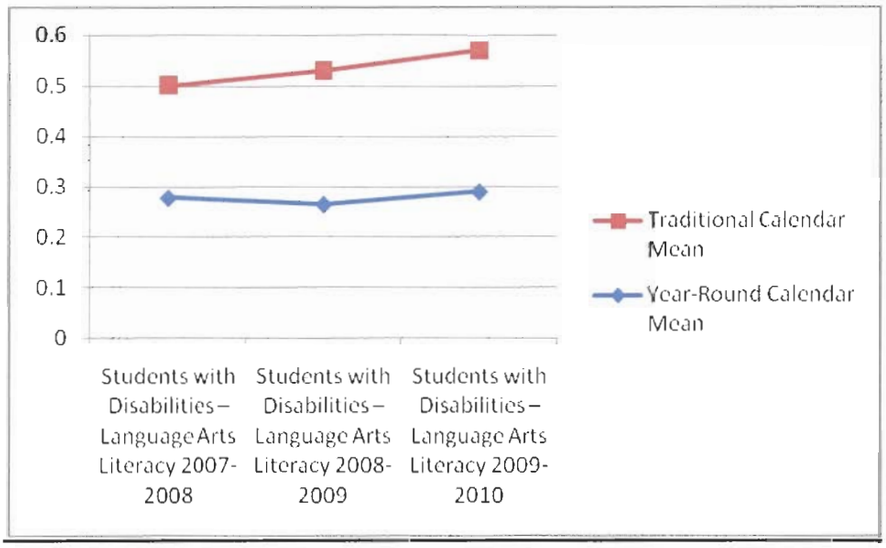
The comparison of the means of total school population from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

Students with Disabilities Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Students with Disabilities – Language Arts Literacy 2007-2008	0.27743132094	0.22361125394	1.4996	0.1532
Students with Disabilities – Language Arts Literacy 2008-2009	0.2647254471	0.26531616035	0.2954	0.7717
Students with Disabilities – Language Arts Literacy 2009-2010	0.28953209394	0.28012155212	0.6770	0.5087

The p-values from the three academic years of students with disabilities (0.15632, 0.7717 and 0.5807) are greater than 0.05 and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

California Year-Round and Traditional Schools Comparison



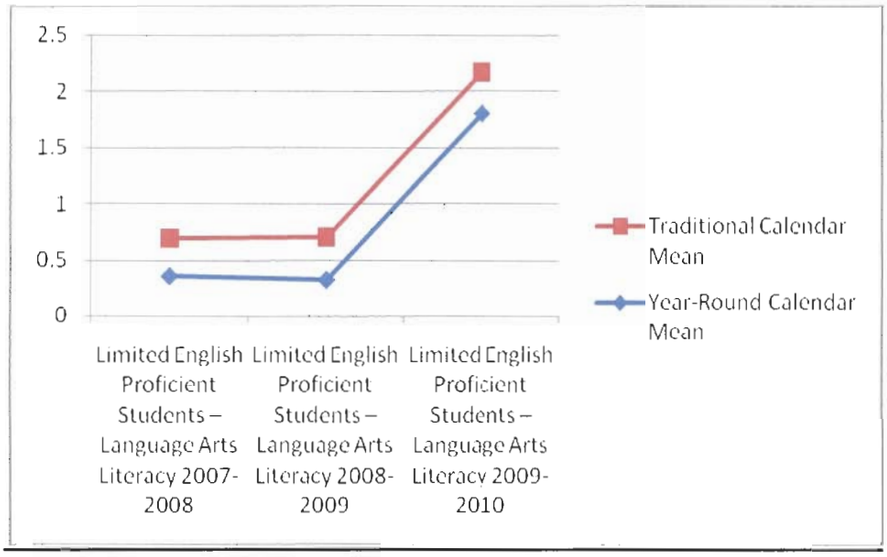
The comparison of the means of students with disabilities from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts, based on data from the last three academic years.

Limited English Proficient Students Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Limited English Proficient Students – Language Arts Literacy 2007-2008	0.35472767082	0.33676616171	0.5231	0.6080
Limited English Proficient Students – Language Arts Literacy 2008-2009	0.32110737935	0.38021053300	1.7757	0.0948
Limited English Proficient Students – Language Arts Literacy 2009-2010	1.80564772824	0.364300498765	1.0072	0.3289

The p-values from the three academic years of students with disabilities (0.6080, 0.0948 and 0.3289) are greater than 0.05 and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

California Year-Round and Traditional Schools Comparison



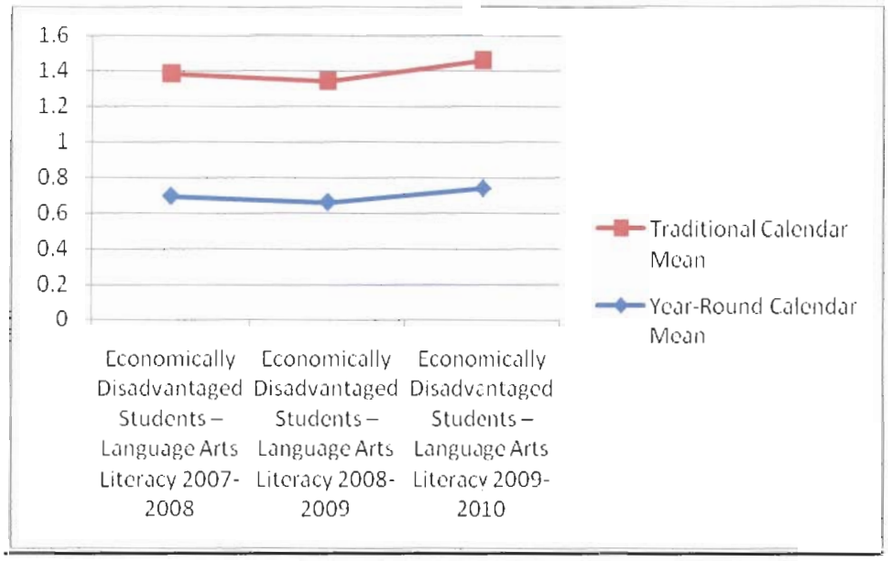
The comparison of the means of students with limited English proficiency from year-round high schools and traditional high schools show that traditional calendar schools slightly outperformed their year-round calendar counterparts based on the data from the last three academic years.

Economically Disadvantaged Students Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Economically Disadvantaged Students – Language Arts Literacy 2007-2008	0.69331446939	0.68935871306	0.1686	0.8681
Economically Disadvantaged Students – Language Arts Literacy 2008-2009	0.65909209867	0.68245492833	0.5607	0.5823
Economically Disadvantaged Students – Language Arts Literacy 2009-2010	0.73761929861	0.71861474739	0.9010	0.3802

The p-values from the three academic years of economically disadvantaged students (0.8681, 0.5823 and 0.3802) are greater than 0.05 and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

California Year-Round and Traditional Schools Comparison



The comparison of the means of economically disadvantaged students from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on the data from the last three academic years.

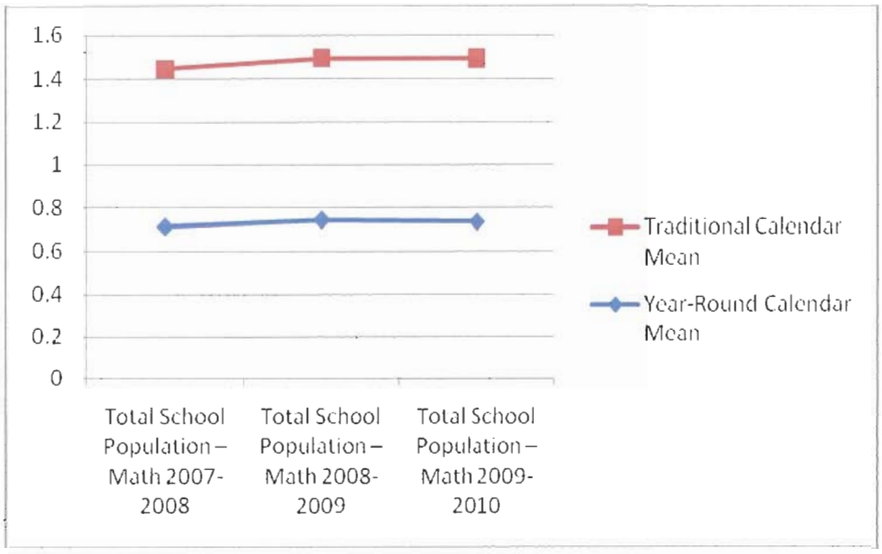
California Math

Total School Population Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Total School Population – Math 2007-2008	0.71131554467	0.73476484694	0.7558	0.4601
Total School Population – Math 2008-2009	0.74304090622	0.75278063106	0.3950	0.6978
Total School Population – Math 2009-2010	0.73378521767	0.76000151900	0.6055	0.5528

The p-values from the three academic years of total student population (0.4601, 0.6978 and 0.5528) are greater than 0.05 and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

California Year-Round and Traditional Schools Comparison



The comparison of the means of total student population from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on the data from the last three academic years.

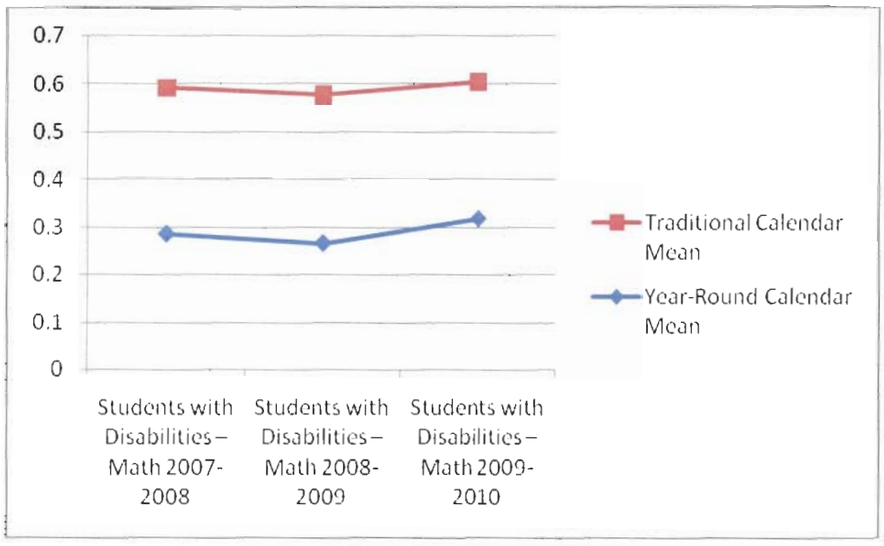
Students with Disabilities Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Students with Disabilities – Math 2007-2008	0.28493005056	0.30559414800	0.3170	0.7556
Students with Disabilities – Math 2008-2009	0.26560130112	0.31059695319	1.0075	0.3297
Students with Disabilities – Math 2009-2010	0.31736808459	0.28670032982	1.0976	0.2897

The p-values from the three academic years of students with disabilities (0.7556, 0.3297 and 0.2897) are greater than 0.05 and are not statistically significant. Therefore, the null

hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

California Year-Round and Traditional Schools Comparison



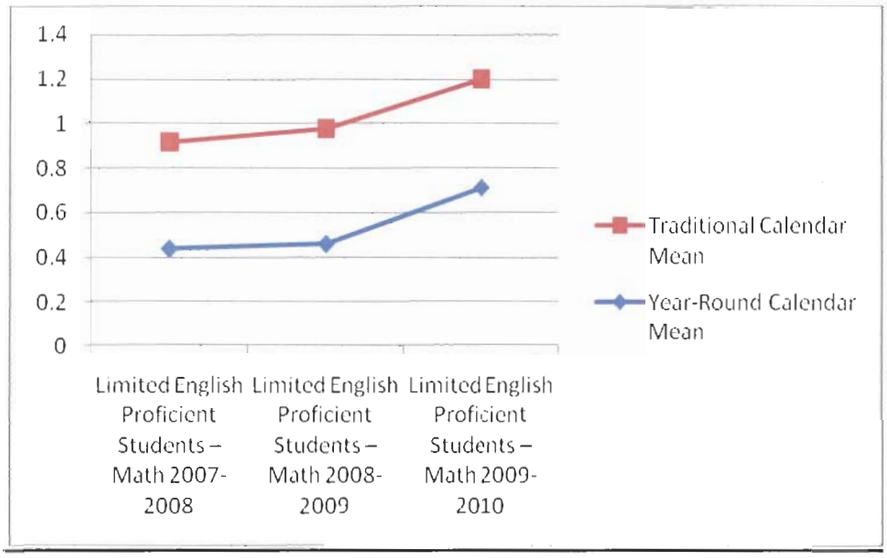
The comparison of the means of students with disabilities from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

Limited English Proficient Students Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Limited English Proficient Students – Math 2007-2008	0.43743797518	0.48019978241	0.9868	0.3384
Limited English Proficient Students – Math 2008-2009	0.45853021024	0.51852371700	1.1890	0.2518
*Limited English Proficient Students – Math 2009-**2010***	0.70974203778	0.49120808235	1.0119	0.3267

The p-values from the three academic years of students with limited English proficiency (0.3384, 0.2518 and 0.3267) are greater than 0.05 and not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

California Year-Round and Traditional Schools Comparison



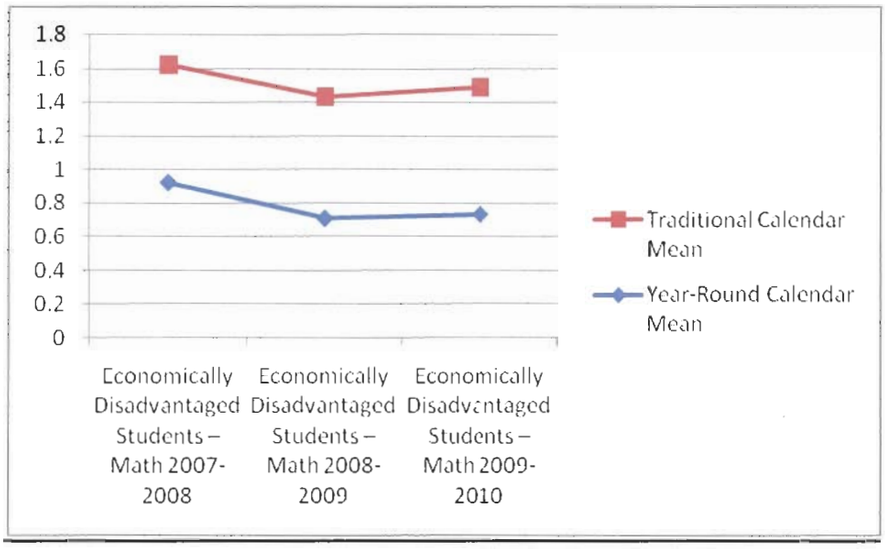
The comparison of the means of students with limited English proficiency from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

Economically Disadvantaged Students Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Economically Disadvantaged Students – Math 2007-2008	0.92238697539	0.69771145878	0.9900	0.3361
Economically Disadvantaged Students – Math 2008-2009	0.70826566633	0.72163193922	0.4647	0.6481
Economically Disadvantaged Students – Math 2009-2010	0.73250953056	0.75635227772	1.0513	0.3079

The p-values from the three academic years of economically disadvantaged students (0.3361, 0.6481 and 0.3079) are greater than 0.05 and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

California Year-Round and Traditional Schools Comparison



The comparison of the means of economically disadvantaged students from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

California - Summary

Based on the analyses, the collected data suggests, in all four subgroups, that year-round students did not outperform traditional-calendar students on the CAHSEE. In analyzing the collected means of the subgroups, traditional high schools consistently outperformed their year-round counterparts.

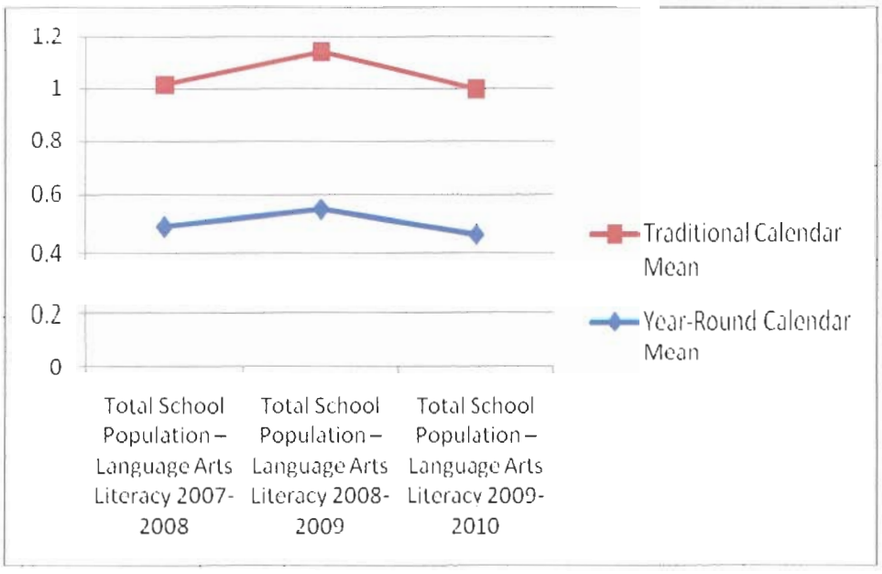
Illinois Language Arts Literacy

Total School Population Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Total School Population – Language Arts Literacy 2007-2008	0.49162823625	0.52036314725	0.4750	0.6672
Total School Population – Language Arts Literacy 2008-2009	0.54759663400	0.5936753675	0.6589	0.5570
Total School Population – Language Arts Literacy 2009-2010	0.46481749600	0.52905903675	1.4478	0.2435

The p-values from the three academic years of total student population (0.6672, 0.5570 and 0.2435) are greater than 0.05 and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

Illinois Year-Round and Traditional Schools Comparison



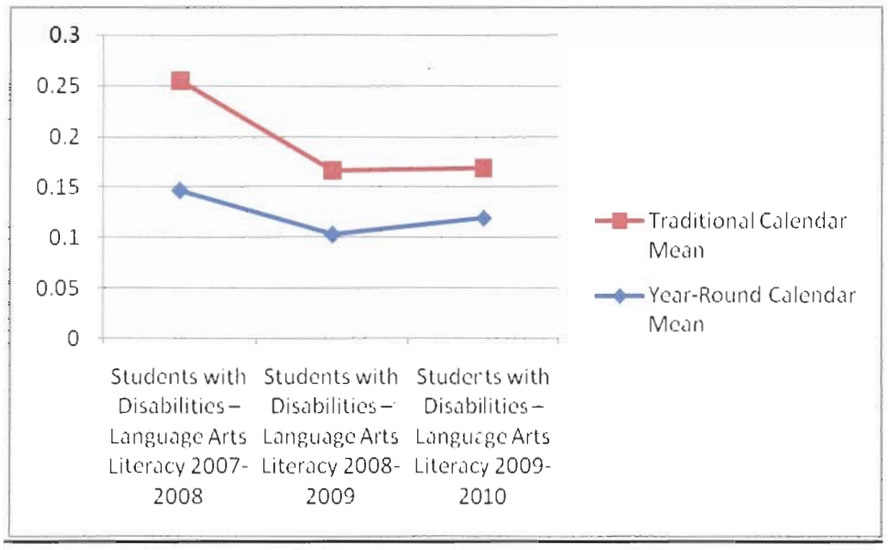
The comparison of the means of total student population from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on date from the last three academic years.

Students with Disabilities Passing Rates

Year-Round and Traditional Schools Comparison	**Year-Round Mean (SD)**	**Traditional Mean (SD)**	**t-test**	**P Value**
Students with Disabilities – Language Arts Literacy 2007-2008	0.14631578950	0.10888888900	0.7312	0.3947
Students with Disabilities – Language Arts Literacy 2008-2009	0.10267896350	0.06363636367	1.1041	0.3846
Students with Disabilities – Language Arts Literacy 2009-2010	0.1187156633	0.05049088367	0.8724	0.4750

The p-values from the three academic years of students with disabilities (0.3947, 0.3846 and 0.4750) are greater than 0.05 and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

Illinois Year-Round and Traditional Schools Comparison



The comparison of the means of total students with disabilities from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

Limited English Proficient Students Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Limited English Proficient Students – Language Arts Literacy 2007-2008	Insufficient data due to enrollment.	Insufficient data due to enrollment.	Insufficient data due to enrollment.	Insufficient data due to enrollment.
Limited English Proficient Students – Language Arts Literacy 2008-2009	Insufficient data due to enrollment.	Insufficient data due to enrollment.	Insufficient data due to enrollment.	Insufficient data due to enrollment.
Limited English Proficient Students – Language Arts Literacy 2009-2010	Insufficient data due to enrollment.	Insufficient data due to enrollment.	Insufficient data due to enrollment.	Insufficient data due to enrollment.

The p-values from the three academic years of students with limited English proficiency could not be determined due to little, if any, student enrollment.

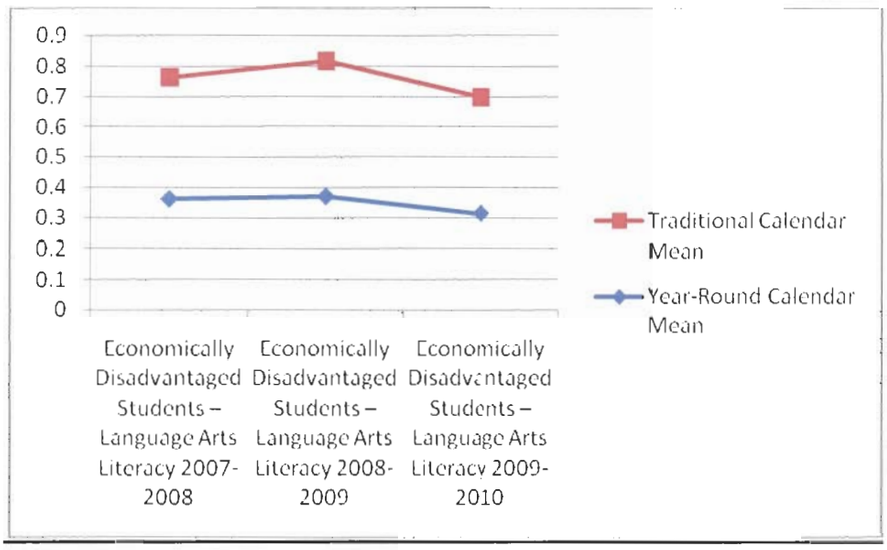
Illinois Language Arts Literacy

Economically Disadvantaged Students Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Economically Disadvantaged Students – Language Arts Literacy 2007-2008	0.35934843050	0.40099620025	0.6180	0.5803
Economically Disadvantaged Students – Language Arts Literacy 2008-2009	0.36807125025	0.44761060425	5.6260	0.0111
Economically Disadvantaged Students – Language Arts Literacy 2009-2010	0.31222170125	0.38166597700	1.8077	0.1684

The p-values of economically disadvantaged students from the 2007-2008 and 2009-2010 academic years (0.5803 and 0.1684) are greater than 0.05, and are not statistically significant. The 2008-2009 p-value of 0.011 was less than 0.05, and was statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is not consistently confirmed.

Illinois Year-Round and Traditional Schools Comparison



The comparison of the means of total economically disadvantaged students from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

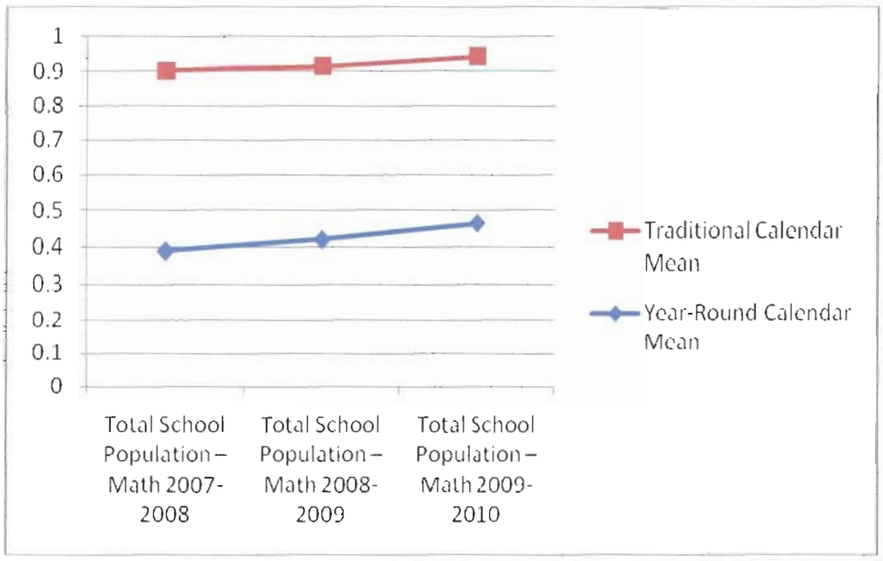
Illinois Math

Total School Population Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Total School Population – Math 2007-2008	0.38723590175	0.51296156725	**5.5139**	**0.0117**
Total School Population – Math 2008-2009	0.41832464000	0.49440837275	2.0155	0.1372
Total School Population – Math 2009-2010	.46377358850	0.47774685650	0.2824	0.7960

The p-value for the total student population for 2007-2008 (0.0117) was less than 0.05 and was statistically significant. The p-values from 2008-2009 and the 2009-2010 academic years (0.1372 and 0.7960) are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is not consistently confirmed.

Illinois Year-Round and Traditional Schools Comparison



The comparison of the means of total student population from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

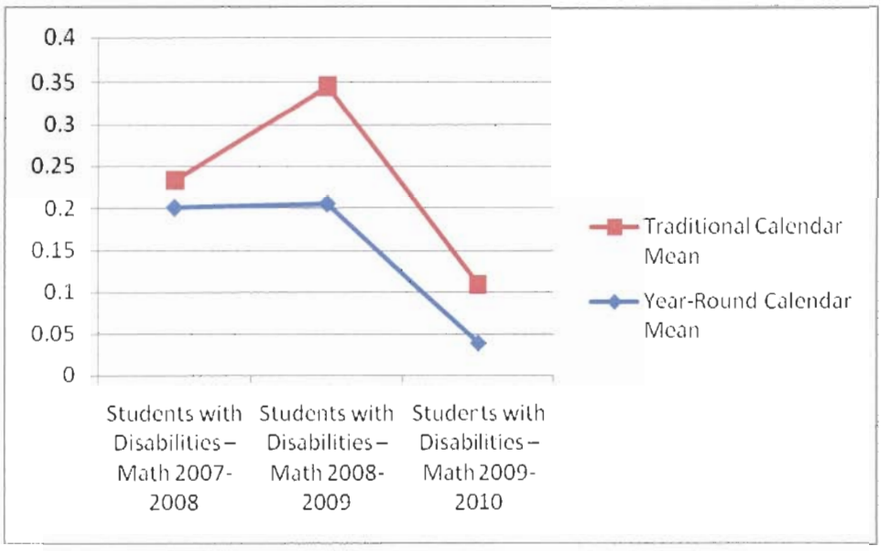
Students with Disabilities Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Students with Disabilities – Math 2007-2008	0.20023616750	0.03333333333	0.9394	0.4467
Students with Disabilities – Math 2008-2009	0.20483954450	0.13989898967	0.4255	0.7119
Students with Disabilities – Math 2009-2010	0.03840579700	0.07056034200	1.4288	0.2893

The p-values from the three academic years of students with disabilities (0.4467, 0.7119 and 0.2893) are greater than 0.05 and are not statistically significant. Therefore, the null

hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

Illinois Year-Round and Traditional Schools Comparison



The comparison of the means of total student s with disabilities from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

Limited English Proficient Students Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Limited English Proficient Students – Math 2007-2008	Insufficient data due to enrollment.	Insufficient data due to enrollment.	Insufficient data due to enrollment.	Insufficient data due to enrollment.
Limited English Proficient Students – Math 2008-2009	Insufficient data due to enrollment.	Insufficient data due to enrollment.	Insufficient data due to enrollment.	Insufficient data due to enrollment.
Limited English Proficient Students – Math 2009-2010	Insufficient data due to enrollment.	Insufficient data due to enrollment.	Insufficient data due to enrollment.	Insufficient data due to enrollment.

The p-values from the three academic years of students with limited English proficiency could not be determined due to little, if any, student enrollment.

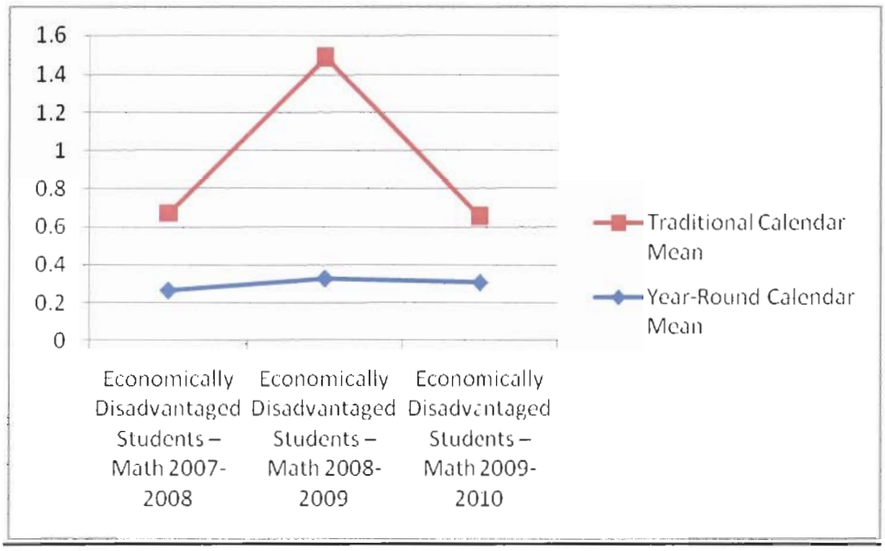
Economically Disadvantaged Students Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Economically Disadvantaged Students – Math 2007-2008	0.26475630400	0.40479399875	1.9585	0.1451
Economically Disadvantaged Students – Math 2008-2009	0.32640909875	1.16173167850	0.9511	0.4117
Economically Disadvantaged Students – Math 2009-2010	0.30566713550	0.34677733350	0.3735	0.7336

The p-values from the three academic years of economically disadvantaged students (0.1451, 0.4117 and 0.7336) are greater than 0.05, and are not statistically significant. Therefore,

the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

Illinois Year-Round and Traditional Schools Comparison



The comparison of the means of economically disadvantaged students from year-round high schools and traditional high schools show that traditional calendar schools outperform their year-round calendar counterparts based on data for the last three academic years.

Illinois - Summary

The data for students with limited English proficiency could not be analyzed due to student enrollment. Therefore, no patterns of performance could be determined. In the other subgroups, apart from one statistically significant math total population score from the 2007-2008 school year, the data suggest that traditional scores outperform their year-round counterparts on the PSAE.

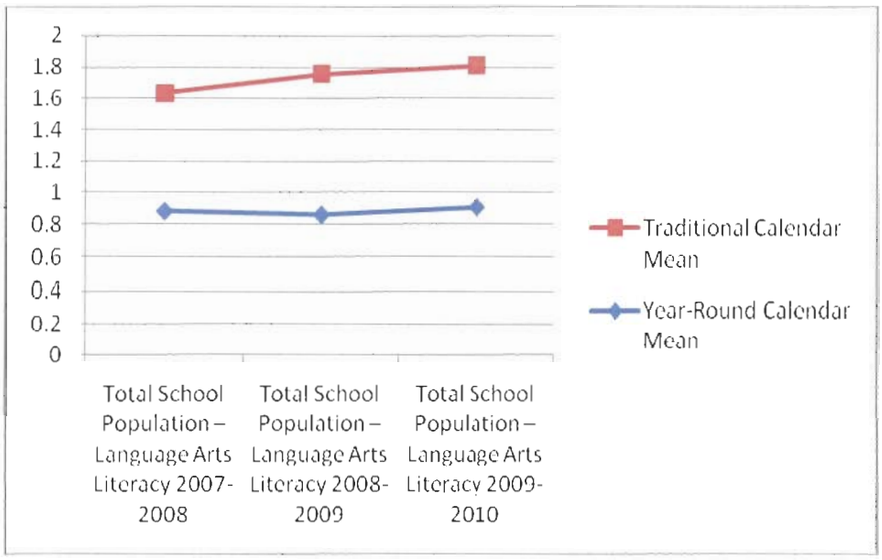
Texas Language Arts Literacy

Total School Population Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Total School Population – Language Arts Literacy 2007-2008	0.88313290775	0.7496051355	1.1862	0.3209
Total School Population – Language Arts Literacy 2008-2009	0.85933005200	0.89808954225	1.3683	0.2647
Total School Population – Language Arts Literacy 2009-2010	0.90805833675	0.90179193475	0.3133	0.7746

The p-values from the three academic years of total student population (0.3209, 0.2647 and 0.7746) are greater than 0.05, and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

Texas Year-Round and Traditional Schools Comparison



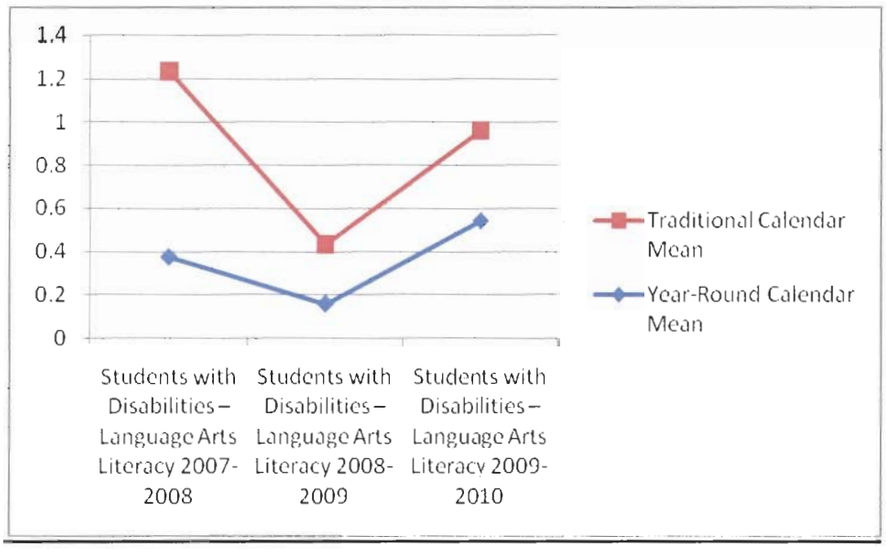
The comparison of the means of total student population from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

Students with Disabilities Passing Rates

Year-Round and Traditional Schools Comparison	**Year-Round Mean (SD)**	**Traditional Mean (SD)**	**t-test**	**P Value**
Students with Disabilities – Language Arts Literacy 2007-2008	0.37239952700	0.85909277500	0.9479	0.4131
Students with Disabilities – Language Arts Literacy 2008-2009	0.15740248225	0.27612920150	1.7333	0.1815
Students with Disabilities – Language Arts Literacy 2009-2010	0.54102085300	**0.41**857638900	0.8206	0.4720

The p-values from the three academic years of total students with disabilities (0.4131, 0.1815 and 0.4720) are greater than 0.05, and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

Texas Year-Round and Traditional Schools Comparison



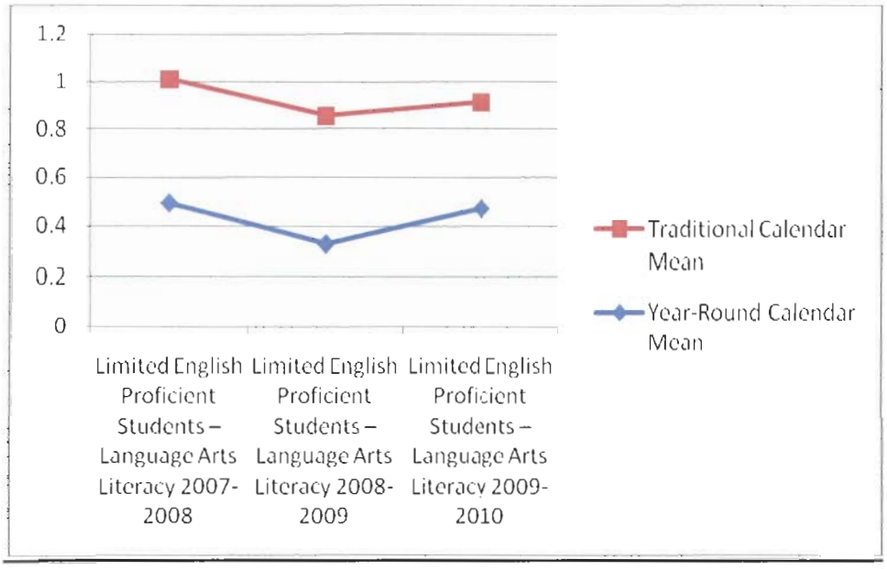
The comparison of the means of students with disabilities from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

Limited English Proficient Students Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Limited English Proficient Students – Language Arts Literacy 2007-2008	0.49090361925	0.51615247050	1.5757	0.2132
Limited English Proficient Students – Language Arts Literacy 2008-2009	0.32633053200	0.52723354250	2.0874	0.1281
Limited English Proficient Students – Language Arts Literacy 2009-2010	0.46889880950	0.44088374533	0.0575	0.9594

The p-values from the three academic years of students with limited English proficiency (0.4131, 0.1815 and 0.4720) are greater than 0.05, and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

Texas Year-Round and Traditional Schools Comparison



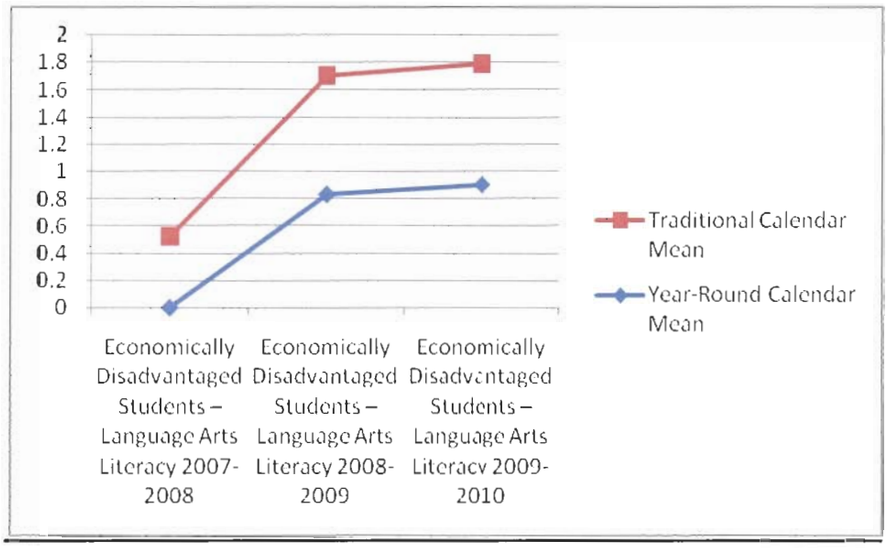
The comparison of the means of students with limited English proficiency from year-round high schools and traditional high schools show that traditional calendar schools outperform their year-round calendar counterparts based on data from the last three academic years.

Economically Disadvantaged Students Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Economically Disadvantaged Students – Language Arts Literacy 2007-2008	0.490903.61925	0.51615247050	1.5757	0.2132
Economically Disadvantaged Students – Language Arts Literacy 2008-2009	0.82812134175	0.87219809100	1.3985	0.2564
Economically Disadvantaged Students – Language Arts Literacy 2009-2010	0.89946607800	0.88906259625	0.3840	0.7266

The p-values from the three academic years of economically disadvantaged students (0.2132, 0.2564 and 0.7266) are greater than 0.05, and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

Texas Year-Round and Traditional Schools Comparison



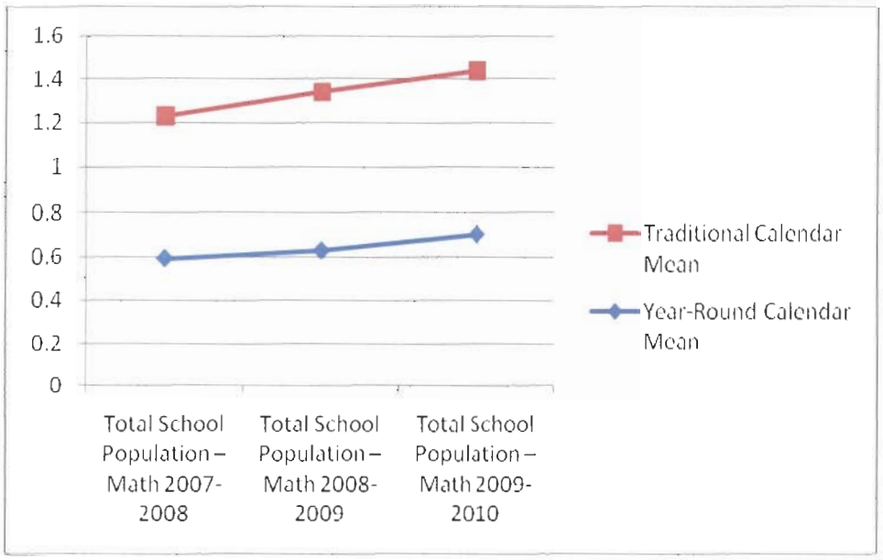
The comparison of the means of economically disadvantaged students from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

Total School Population Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean	Traditional Mean	t-test	P Value
Total School Population – Math 2007-2008	0.59115490525	0.63511460325	0.9900	0.3952
Total School Population – Math 2008-2009	0.62816576650	0.71115011925	1.9070	0.1526
Total School Population – Math 2009-2010	0.70434204175	0.73441336325	0.7233	0.5218

The p-values from the three academic years of total student population (0.3952, 0.1526 and 0.5218) are greater than 0.05, and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

Texas Year-Round and Traditional Schools Comparison



The comparison of the means of total student population from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

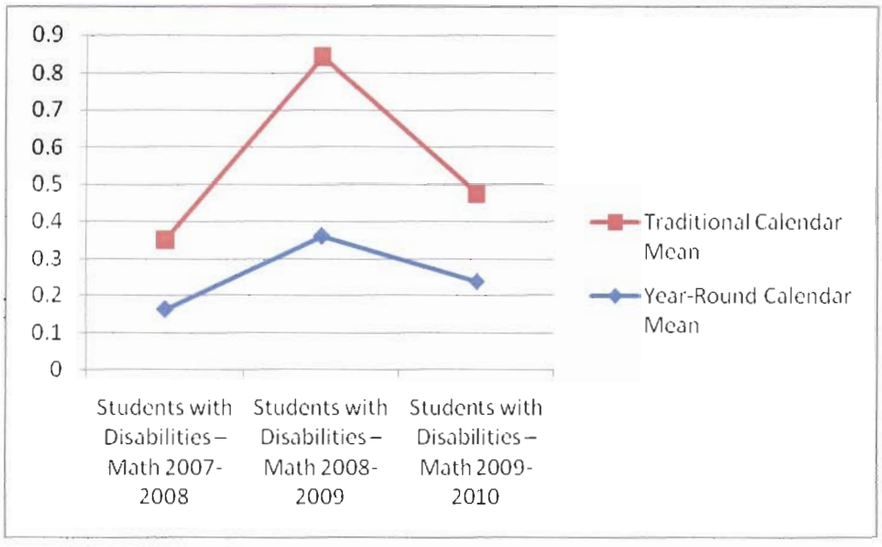
Students with Disabilities Passing Rates

Year-Round and Traditional Schools Comparison	**Year-Round Mean (SD)**	**Traditional Mean (SD)**	**t-test**	**P Value**
Students with Disabilities – Math 2007-2008	0.16055134500	0.18820652175	0.3173	0.7718
Students with Disabilities – Math 2008-2009	0.36112755750	0.48133971275	0.6476	0.5634
Students with Disabilities – Math 2009-2010	0.23580086575	0.23616745550	0.0086	0.9937

The p-values from the three academic years of students with disabilities (0.7718, 0.5634 and 0.9937) are greater than 0.05 and are not statistically significant. Therefore, the null

hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

Texas Year-Round and Traditional Schools Comparison



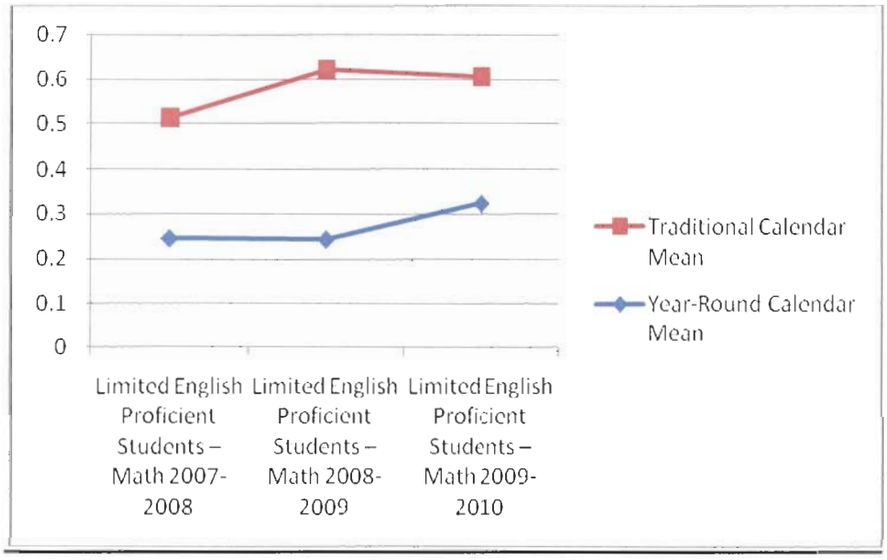
The comparison of the means of total students with disabilities from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

Limited English Proficient Students Passing Rates

Year-Round and Traditional Schools Comparison	Year-Round Mean (SD)	Traditional Mean (SD)	t-test	P Value
Limited English Proficient Students – Math 2007-2008	0.24564321475	0.26676682700	0.6330	0.5717
Limited English Proficient Students – Math 2008-2009	0.24306722700	0.37878787875	1.8860	0.1558
Limited English Proficient Students – Math 2009-2010	0.32396301850	0.28147281633	1.0785	0.3936

The p-values from the three academic years of students with limited English proficiency (0.5717, 0.1558 and 0.3936) are greater than 0.05, and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

Texas Year-Round and Traditional Schools Comparison



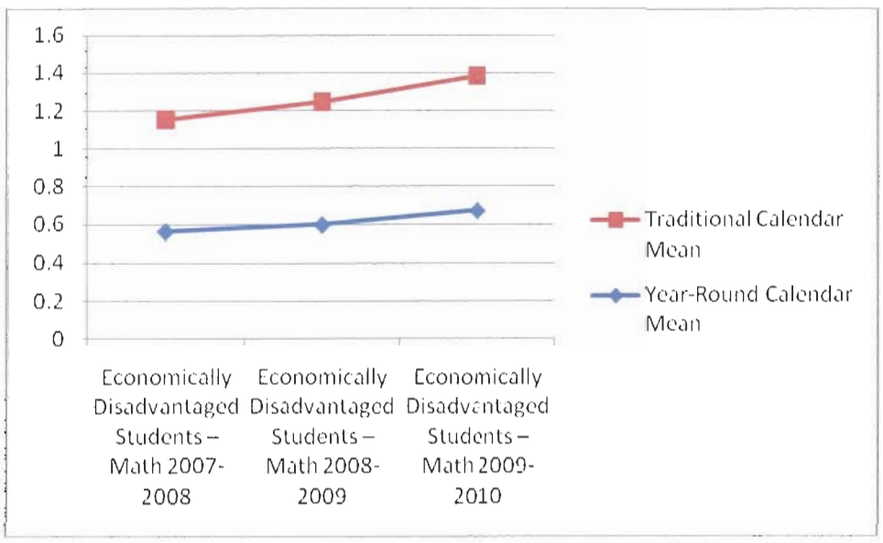
The comparison of the means of students with limited English proficiency from year-round high schools and traditional high schools show that traditional calendar schools outperform their year-round calendar counterparts based on data from the last three academic years.

Economically Disadvantaged Students Passing Rates

Year-Round and Traditional Schools Comparison	**Year-Round Mean (SD)**	**Traditional Mean (SD)**	***t*-test**	**P Value**
Economically Disadvantaged Students – Math 2007-2008	0.56225233100	0.59053018125	0.4661	0.6729
Economically Disadvantaged Students – Math 2008-2009	0.59766160925	0.64711550850	0.8022	0.4811
Economically Disadvantaged Students – Math 2009-2010	0.67235173275	0.70985404550	1.4353	0.2467

The p-values from the three academic years of economically disadvantaged students with limited English proficiency (0.6729, 0.4811 and 0.2467) are greater than 0.05 and are not statistically significant. Therefore, the null hypothesis (H_0) that high school students from 12-month, year-round calendar schools will not score significantly higher on their state standardized test than high school students from 10-month, traditional calendar schools within the same state is confirmed.

Texas Year-Round and Traditional Schools Comparison



The comparison of the means of economically disadvantaged students from year-round high schools and traditional high schools show that traditional calendar schools outperformed their year-round calendar counterparts based on data from the last three academic years.

Texas - Summary

The results from the data suggest that traditional students outperform year-round students on the TAKS. Over a three year analysis, the means of the 10-month schools consistently scored higher than the 12-month schools

CHAPTER 5

DISCUSSION AND CONCLUSION

Summary

The purpose of this study was to compare the student performance means in math and language arts in year-round high schools and high schools with traditional calendars. The four groups that were studied were total school population, students who receive special services, students who are English Language Learners, and children from low socioeconomic backgrounds. The hypothesis was that student subgroups from year-round high schools would show higher student passing rates on their respective state standardized math and language arts assessments than their peers within the same states.

This study focused on 18 year-round and 18 traditional-calendar high schools from California, four year-round and four traditional-calendar high schools from Illinois and four year-round and four traditional calendar high schools from Texas. An Independent Samples t-test analysis was conducted for each subgroup to compare the mean passing rates of students in year-round high schools and traditional calendar high schools based on the results from the state graduation exams in math and language arts. The analyses showed no statistical significance regarding the p-values of each subgroup from each state for math and language arts. These results also revealed that, across all three states, and in all four subgroups, traditional-calendar high schools consistently outperformed their year-round peers in math and language arts from the academic years of 2007 to 2010.

This study collected public data from the websites of the California Department of Education, the Illinois State Department of Education and the Texas Education Agency. California High School Exit Examination (CAHSEE) results in math and language arts from the

years of 2007-2010 were collected using Dataquest database, the Prairie State Achievement Examination (PSAE) results in math and language arts from the years of 2007-2010 were collected using the Illinois Interactive Report Card database and the Texas Assessment of Knowledge, and Skills (TAKS) results in math and language arts from the years of 2007-2010 were collected using the TEA's School Report Card database to later perform the statistical analyses for this study.

Discussion

The traditional school calendar has governed how families organize their lives for well over a century in this country (Rasmussen, 2000). Yet, in spite of this tradition, there is some growing evidence to suggest that year-round schools are increasing in number among the states (Weiss & Brown, 2003). The National Association for Year Round Education (2009) reported that approximately 3,000 schools within 400 school systems in 46 states currently utilize some form of year-round education.

A considerable amount of literature suggests that year-round schools are effective at the earlier grades. Research studies conducted by Alcorn (1992), Downey et al. (2004)Edmonds et al. (2008), McMillen, (2001), and von Hippel (2007) have all shown that year-round calendars appear to academically benefit elementary and middle school students. Additionally, the meta-analyses of Cooper et al. (1996), Cooper et al. (2000), and Worten and Zsiray (1994) (as cited in Burkham et al., 2004) have all supported these findings with over 100 years of studies that have focused primarily on the pre-secondary students.

The overall results of this high school study seem to contradict the work reported at the elementary and middle school levels. More specifically, these results refute the theoretical framework of this research, which studied the impact of summer vacations. Entwisle et al.'s

(2000) *Faucet Theory* suggests that educational resources are turned on during the school year for all students, and then are turned off during the summer months. Their work strongly encourages that students need to remain academically engaged during the summer months to prevent academic losses from occurring. In addition, Entwisle et al's (2000) findings that children from low socioeconomic backgrounds had greater summer learning loss compared to their peers were also not supported by this study. Lastly, the findings from this research also do not support, perhaps one of the greatest proponents of year-round schooling, the National Association of Year-Round Education (2010). This organization's primary objective claims that only year-round education can collectively modify the education process into one seamless continuum that more resembles the popular calendar of the workplace.

However, this study does support some other research in year-round education that has shown that 12-month schooling does not promote academic gains and improvement. For example, McMillen's (2001) study of North Carolina third through eighth grade students determined that year-round students scored no higher than traditional students. Weiss and Brown (2005) reported the contrasting results regarding summer loss in their work. Schulte's (2009) writing also included concerns regarding summer programs being used to increase student achievement. Charles Naylor's (1995) study in British Columbia flatly concluded that changing the school calendar had no direct effect on student achievement. Naylor argued with the results of previous studies that praised the positive benefits of year-round schooling, reporting that these findings were often biased and could not definitively prove that more time ensures better results.

Other researchers have found that lengthening the school year has no immediate impact on student achievement (Ubben & Hughes, 2001). Penta (2001) concluded that gains in year-round schools were nullified when racial and socioeconomic variables were taken into

consideration, and also found that the gains were eventually erased over time. Even Cooper et al. (1996), whose meta-analysis found gains in student performance, indicated that further research was needed for any serious decisions to be made regarding this topic. Lastly, some researchers are also skeptical that more time will increase student performance at all, and school districts have conducted their own investigations into the success of their year-round programs but have discontinued them for a variety of reasons (Cuban, 2008).

For example, the San Diego Unified School District conducted its own study in 1991, where modified calendar schools were implemented in 1972, and found no significant difference in student achievement (Wildman et al., 1999). Baltimore, Maryland, stopped using the nontraditional calendar that had been in place at Coleman Elementary for 10 years (Neufield, 2005). The Alabama school district also returned to a traditional school calendar after several years with year-round schools (Zuckerbrod, 2007).

Implications

The lack of research on secondary year-round schools has left the focus of summer learning loss primarily on reading and math performance at the earlier grades. This study fills an apparent void in the research of year-round education because of its implications on secondary students. Based on the results of this research, year-round high schools may want to reconsider if 12-month classes are the most appropriate educational reform to address student achievement and curtail summer loss. Additional research in this area is needed to corroborate or argue these findings to better address the lack of research at the secondary level on summer fade and academic performance.

This study is important because districts around the country continue to experiment in one way or another with modifying the traditional school calendar. For example, such states as

Massachusetts, Nebraska, North Carolina and Virginia have all recently expanded their year-round school initiatives which include, although to a lesser extent, year-round high schools. In many cases the decisions for year-round schools are based on the aforementioned elementary and middle school findings showing academic improvement, as well as from examples outside of the U.S. to countries that have modified calendars. Researchers have begun to look to these schools and have found that a longer school year in Asia and Europe is linked to higher achievement (Gewertz, 2008).

Recommendations

Based on the results of this study, further investigation is necessary to examine the value of implementing, or continuing, year-round education at the high school level. The following recommendations should be considered for additional study into this area of educational reform.

1. There is a lack of research that has studied the effectiveness of 180-day year-round calendar high schools with 270-day, or more, year-round calendar high schools to determine if there is a significant difference in student achievement between the two types of schools.
2. A study could be conducted to determine if year-round schools that were created for economic purposes produced greater student achievement than year-round schools created for instructional purposes.
3. This study showed that year-round high school students do not perform as well as traditional calendar students on standardized graduation tests, but did not incorporate other standardized tests. Additional research could study if there is a difference between the performance of year-round students and traditional-calendar students on other standardized tests like the SAT or ACT.

4. This study did not examine if there are nonacademic benefits that year-round high school students receive, such as self-esteem and motivation from being in a 12-month calendar school. Perhaps a qualitative study using focus groups, questionnaires and case studies could be conducted to determine if students receive benefits that go beyond measurable performance on such things as standardized tests.
5. A longitudinal study could be conducted to determine if students who graduate from year-round high schools perform differently from their traditional peers at the post-secondary level.
6. Studies probing into the particular feeder systems into year-round high schools could be researched to examine if they affect future progress in year-round high schools. For example, do students who attend year-round elementary and middle schools display greater performance scores than students who attend only four years of year-round high schools? A related study could research student performance from children who attend year-round schools from k-12, compared to those students who attend year-round schools from k-8 and then attend a traditional high school.
7. Additional studies could be conducted to examine how year-round public high schools compare to private, charter, and home-schooling programs that operate on year-round calendars.
8. As year-round schools continue to rise, examining whether student performance in year-round high schools that are created to address increasing student population or address financial concerns differ in performance from the ones created for instructional purposes or educational reform.

9. Studies conducted to determine what role teacher support plays in the success of year-round high schools would greatly expand the current literature on this topic.
10. Studies conducted to determine what role administrative support plays in the success of year-round high schools would greatly expand the current literature on this topic.
11. Studies conducted to determine what role student support plays in the success of year-round high schools would greatly expand the current literature on this topic.
12. Finally, in compiling data for year-round schools across the country, assembling lists of schools with their specific types of calendars is a daunting task. Currently, there is no national database that contains performance data for all year-round schools for comprehensive analysis. This information is provided at the state level, and in some cases, at district levels. As the country moves towards national standards, and school reforms continue to grow, it would be beneficial for educators to be able to research all types of reform models in one central database, such as the Department of Education, that schools are using among the states to assist in the selection of their own reform. For example, if schools identify themselves as using one of the many reform models currently in practice, such as modified school calendar or extended day, they could be tagged as such in the national database. Then, when researchers, educational leaders, or community members would like to analyze the data of a particular reform they would be able to assemble that information from across the country.

Conclusion

Currently, there are over 2000 year-round schools in the United States with modified calendars (NAYRE, 2010). These schools are comprised of public, private and charter schools at

the elementary, middle and secondary levels and represent most of the geographical regions in the United States. As more and more schools implement modified school calendars for all students, it is vital that researchers look at the performance results of all grade levels to determine if year-round education is effective, as well as if it is necessary to be implemented for all grade levels in the future.

The year-round calendar affords younger students the ability to continue their education uninterrupted and address key learning areas. At the middle school level, year-round education has been used to address the learning needs of the students as they prepare to enter high school. Indeed, most of the research that has been conducted regarding year-round education has targeted these two student populations. But the results of this study do not support that gains are made at the high school level. In fact, some of the unplanned and supplementary analyses show that year-round high school students actually had lower passing rates than their traditional peers on standardized tests.

Lastly, it must also be noted that there are competing priorities regarding the proponents of year-round schools who claim that this model has academic benefits and those who oppose this type of reform. Many critics of year-round schools argue that summer industries, such as tourism that tends to utilize student workers, would be greatly affected. Others feel that nonacademic influences such as athletics and family vacations are obstacles that prevent calendar reform in many districts. These societal influences tend to have greater influence in determining if a school will move to a year-round schedule than do the potential academic benefits.

American public schools face many challenges today as they try to compete in the global arena. In consistent studies, American schools continuously fall far behind many other developed countries, such as China, Japan and the Netherlands, when it comes to student

achievement. Reformers have been scrambling to try new initiatives to address this great educational chasm by developing ways to improve academic achievement In order to adequately prepare for global competition, many districts have begun to rethink how they spend their summer vacations. Educators have also begun to question the value of having students take a 10-to-12-week break during the summer months. With newer climate-controlled school buildings and the lack of child labor needed for farming, the agrarian school calendar has been reexamined, with many professionals questioning the usefulness of the extended summer vacation that was based on the needs of a preindustrial American society. But, as we continue to make progress with year-round schools at the elementary and middle school levels, careful attention should be paid to whether programs should be implemented at the high school level as an effective means of educational reform to improve student achievement.

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Appendix A

California Traditional Calendar High Schools

California Traditional Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - LAL Total Tested	All Students - LAL Passing	All Students - Percent LAL Passing
California	TCC1	West Contra	Hercules High	CAHSEE	279	238	**0.853046595**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	147	129	**0.87755102**
California	TCC3	San Bernardino	Silverado High	CAHSEE	718	568	**0.791086351**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	802	561	**0.699501247**
California	TCC5	Orange	Santa Ana High	CAHSEE	924	617	**0.667748918**
California	TCC6	Imperial	Brawley High	CAHSEE	445	355	**0.797752809**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	746	484	**0.648793566**
California	TCC8	Fresno Unified	McLane High	CAHSEE	558	360	**0.64516129**
California	TCC9	San Bernardino	Pacific High	CAHSEE	542	305	**0.562730627**

California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	330	216	**0.654545455**
California	TCC11	Los Angeles Unified	San Fernando Senior High	CAHSEE	670	427	**0.637313433**
California	TCC12	Kings	Hanford High	CAHSEE	430	342	**0.795348837**
California	TCC13	Merced	Livingston High	CAHSEE	303	238	**0.785478548**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	605	523	**0.86446281**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	650	556	**0.855384615**
California	TCC16	Fresno Unified	Edison High	CAHSEE	537	399	**0.74301676**
California	TCC17	Kings	Lemoore High	CAHSEE	518	404	**0.77992278**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	296	199	**0.672297297**

California Traditional Calendar High Schools

2007-2008 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
California	TCC1	West Contra	Hercules High	CAHSEE	278	202	**0.726618705**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	145	123	**0.848275862**
California	TCC3	San Bernardino	Silverado High	CAHSEE	724	556	**0.767955801**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	800	573	**0.71625**
California	TCC5	Orange	Santa Ana High	CAHSEE	917	662	**0.721919302**
California	TCC6	Imperial	Brawley High	CAHSEE	445	362	**0.813483146**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	755	443	**0.586754967**
California	TCC8	Fresno Unified	McLane High	CAHSEE	557	407	**0.73070018**
California	TCC9	San Bernardino	Pacific High	CAHSEE	548	299	**0.545620438**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	342	180	**0.526315789**
California	TCC11	Los Angeles Unified	San Fernando Senior	CAHSEE	672	416	**0.619047619**

			High				
California	TCC12	Kings	Hanford High	CAHSEE	430	340	**0.790697674**
California	TCC13	Merced	Livingston High	CAHSEE	303	247	**0.815181518**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	595	534	**0.897478992**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	654	538	**0.822629969**
California	TCC16	Fresno Unified	Edison High	CAHSEE	527	400	**0.759013283**
California	TCC17	Kings	Lemoore High	CAHSEE	507	399	**0.786982249**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	297	223	**0.750841751**

California Traditional Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
California	TCC1	West Contra	Hercules High	CAHSEE	17	3	**0.176470588**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	15	4	**0.266666667**
California	TCC3	San Bernardino	Siverado High	CAHSEE	69	18	**0.260869565**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	95	19	**0.2**
California	TCC5	Orange	Santa Ana High	CAHSEE	57	14	**0.245614035**
California	TCC6	Imperial	Brawley High	CAHSEE	21	4	**0.19047619**
California	TCC7	Los Angeles Unified	Garden a Senior High	CAHSEE	51	12	**0.235294118**
California	TCC8	Fresno Unified	McLane High	CAHSEE	33	6	**0.181818182**
California	TCC9	San Bernardino	Pacific High	CAHSEE	71	13	**0.183098592**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	27	3	**0.111111111**
California	TCC11	Los Angeles	San Fernand	CAHSEE	61	10	**0.163934426**

		Unified	o Senior High				
California	TCC12	Kings	Hanford High	CAHSEE	24	5	**0.208333333**
California	TCC13	Merced	Livingst on High	CAHSEE	22	8	**0.363636364**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	36	14	**0.388888889**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	61	20	**0.327868852**
California	TCC16	Fresno Unified	Edison High	CAHSEE	25	3	**0.12**
California	TCC17	Kings	Lemoore High	CAHSEE	31	8	**0.258064516**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	14	2	**0.142857143**

California Traditional Calendar High Schools

2007-2008 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
California	TCC1	West Contra	Hercules High	CAHSEE	17	1	**0.058823529**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	13	6	**0.461538462**
California	TCC3	San Bernardino	Siverado High	CAHSEE	72	21	**0.291666667**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	94	24	**0.255319149**
California	TCC5	Orange	Santa Ana High	CAHSEE	54	14	**0.259259259**
California	TCC6	Imperial	Brawley High	CAHSEE	21	7	**0.333333333**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	52	11	**0.211538462**
California	TCC8	Fresno Unified	McLane High	CAHSEE	34	12	**0.352941176**
California	TCC9	San Bernardino	Pacific High	CAHSEE	70	11	**0.157142857**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	32	3	**0.09375**
California	TCC11	Los Angeles Unified	San Fernando Senior High	CAHSEE	59	6	**0.101694915**
California	TCC12	Kings	Hanford High	CAHSEE	24	8	**0.333333333**

California	TCC13	Merced	Livingston High	CAHSEE	22	9	**0.409090909**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	25	15	**0.6**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	62	22	**0.35483871**
California	TCC16	Fresno Unified	Edison High	CAHSEE	18	4	**0.222222222**
California	TCC17	Kings	Lemoore High	CAHSEE	17	11	**0.647058824**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	14	5	**0.3571429**

California Traditional Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
California	TCC1	West Contra	Hercules High	CAHSEE	19	10	**0.526315789**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	7	N/A	
California	TCC3	San Bernardino	Silverado High	CAHSEE	84	33	**0.392857143**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	164	46	**0.280487805**
California	TCC5	Orange	Santa Ana High	CAHSEE	461	200	**0.433839479**
California	TCC6	Imperial	Brawley High	CAHSEE	90	32	**0.355555556**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	127	24	**0.188976378**
California	TCC8	Fresno Unified	McLane High	CAHSEE	164	58	**0.353658537**
California	TCC9	San Bernardino	Pacific High	CAHSEE	182	68	**0.373626374**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	81	20	**0.24691358**
California	TCC1	Los Angeles	San Fernando	CAHSEE	280	83	**0.296428571**

	1	Unified	Senior High				
California	TCC12	Kings	Hanford High	CAHSEE	29	2	**0.068965517**
California	TCC13	Merced	Livingston High	CAHSEE	93	44	**0.47311828**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	27	8	**0.296296296**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	23	9	**0.391304348**
California	TCC16	Fresno Unified	Edison High	CAHSEE	110	37	**0.336363636**
California	TCC17	Kings	Lemoore High	CAHSEE	24	6	**0.25**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	126	58	**0.46031746**

California Traditional Calendar High Schools

2007-2008 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
California	TCC1	West Contra	Hercules High	CAHSEE	19	6	**0.315789474**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	7	N/A	**N/A**
California	TCC3	San Bernardino	Silverado High	CAHSEE	87	47	**0.540229885**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	162	72	**0.444444444**
California	TCC5	Orange	Santa Ana High	CAHSEE	456	254	**0.557017544**
California	TCC6	Imperial	Brawley High	CAHSEE	90	58	**0.644444444**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	124	49	**0.39516129**
California	TCC8	Fresno Unified	McLane High	CAHSEE	180	92	**0.511111111**
California	TCC9	San Bernardino	Pacific High	CAHSEE	186	71	**0.38172043**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	84	15	**0.178571429**

California	TCC11	Los Angeles Unified	San Fernando Senior High	CAHSEE	277	97	0.350180505
California	TCC12	Kings	Hanford High	CAHSEE	29	9	0.310344828
California	TCC13	Merced	Livingston High	CAHSEE	93	59	0.634408602
California	TCC14	Fresno Unified	Bullard High	CAHSEE	25	15	0.6
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	24	13	0.541666667
California	TCC16	Fresno Unified	Edison High	CAHSEE	105	48	0.457142857
California	TCC17	Kings	Lemoore High	CAHSEE	20	13	0.65
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	129	84	0.651162791

California Traditional Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
California	TCC1	West Contra	Hercules High	CAHSEE	74	59	0.797297297
California	TCC2	Los Angeles	Vasquez High	CAHSEE	23	13	0.565217391
California	TCC3	San Bernardino	Silverado High	CAHSEE	505	387	0.766336634
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	655	457	0.697709924
California	TCC5	Orange	Santa Ana High	CAHSEE	846	553	0.653664303
California	TCC6	Imperial	Brawley High	CAHSEE	295	223	0.755932203
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	569	364	0.639718805
California	TCC8	Fresno Unified	McLane High	CAHSEE	558	360	0.64516129
California	TCC9	San Bernardino	Pacific High	CAHSEE	471	262	0.55626327
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	287	190	0.662020906
California	TCC1	Los Angeles	San Fernand	CAHSEE	664	423	0.637048193

	1	Unified	o Senior High				
California	TCC1 2	Kings	Hanford High	CAHSEE	160	113	**0.70625**
California	TCC1 3	Merced	Livingst on High	CAHSEE	198	144	**0.727272727**
California	TCC1 4	Fresno Unified	Bullard High	CAHSEE	150	108	**0.72**
California	TCC1 5	San Bernardino	Alta Loma High	CAHSEE	148	120	**0.810810811**
California	TCC1 6	Fresno Unified	Edison High	CAHSEE	537	399	**0.74301676**
California	TCC1 7	Kings	Lemoore High	CAHSEE	164	107	**0.652439024**
California	TCC1 8	Tulare	Lindsay Senior High	CAHSEE	296	199	**0.672297297**

California Traditional Calendar High Schools

2007-2008 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
California	TCC1	West Contra	Hercules High	CAHSEE	76	47	**0.618421053**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	23	15	**0.652173913**
California	TCC3	San Bernardino	Silverado High	CAHSEE	511	379	**0.741682975**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	656	471	**0.717987805**
California	TCC5	Orange	Santa Ana High	CAHSEE	841	599	**0.712247325**
California	TCC6	Imperial	Brawley High	CAHSEE	295	236	**0.8**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	572	347	**0.606643357**
California	TCC8	Fresno Unified	McLane High	CAHSEE	557	407	**0.73070018**
California	TCC9	San Bernardino	Pacific High	CAHSEE	477	262	**0.549266247**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	298	155	**0.520134228**
California	TCC11	Los Angeles Unified	San Fernando Senior High	CAHSEE	663	413	**0.622926094**
California	TCC12	Kings	Hanford High	CAHSEE	158	115	**0.727848101**

California	TCC13	Merced	Livingston High	CAHSEE	197	159	**0.807106599**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	145	116	**0.8**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	149	108	**0.724832215**
California	TCC16	Fresno Unified	Edison High	CAHSEE	527	400	**0.759013283**
California	TCC17	Kings	Lemoore High	CAHSEE	159	114	**0.716981132**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	297	223	**0.750841751**

California Traditional Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students – Percent LAL Passing
California	TCC1	West Contra	Hercules High	CAHSEE	284	236	**0.830985915**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	145	129	**0.889655172**
California	TCC3	San Bernardino	Silverado High	CAHSEE	903	638	**0.706533776**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	677	487	**0.719350074**
California	TCC5	Orange	Santa Ana High	CAHSEE	903	562	**0.622369878**
California	TCC6	Imperial	Brawley High	CAHSEE	500	387	**0.774**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	712	457	**0.641853933**
California	TCC8	Fresno Unified	McLane High	CAHSEE	514	317	**0.616731518**
California	TCC9	San Bernardino	Pacific High	CAHSEE	506	301	**0.59486166**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	345	220	**0.637681159**
California	TCC11	Los Angeles Unified	San Fernando Senior High	CAHSEE	790	471	**0.596202532**

California	TCC12	Kings	Hanford High	CAHSEE	475	370	**0.778947368**
California	TCC13	Merced	Livingston High	CAHSEE	259	199	**0.768339768**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	632	549	**0.868670886**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	638	558	**0.87460815**
California	TCC16	Fresno Unified	Edison High	CAHSEE	582	424	**0.728522337**
California	TCC17	Kings	Lemoore High	CAHSEE	482	382	**0.79253112**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	234	168	**0.717948718**

California Traditional Calendar High Schools

2008-2009 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
California	TCC1	West Contra	Hercules High	CAHSEE	280	222	**0.792857143**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	139	119	**0.856115108**
California	TCC3	San Bernardino	Siverado High	CAHSEE	905	653	**0.721546961**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	664	483	**0.727409639**
California	TCC5	Orange	Santa Ana High	CAHSEE	901	643	**0.713651498**
California	TCC6	Imperial	Brawley High	CAHSEE	499	395	**0.791583166**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	707	436	**0.61669024**
California	TCC8	Fresno Unified	McLane High	CAHSEE	505	373	**0.738613861**
California	TCC9	San Bernardino	Pacific High	CAHSEE	508	309	**0.608267717**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	335	204	**0.608955224**
California	TCC11	Los Angeles Unified	San Fernando Senior	CAHSEE	800	522	**0.6525**

			High				
California	TCC12	Kings	Hanford High	CAHSEE	472	388	**0.822033898**
California	TCC13	Merced	Livingston High	CAHSEE	259	219	**0.845559846**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	596	538	**0.902684564**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	638	546	**0.855799373**
California	TCC16	Fresno Unified	Edison High	CAHSEE	576	443	**0.769097222**
California	TCC17	Kings	Lemoore High	CAHSEE	470	375	**0.79787234**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	236	172	**0.728813559**

California Traditional Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/ District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
California	TCC 1	West Contra	Hercules High	CAHSEE	24	9	**0.375**
California	TCC 2	Los Angeles	Vasquez High	CAHSEE	15	6	**0.4**
California	TCC 3	San Bernardino	Silverado High	CAHSEE	98	23	**0.234693878**
California	TCC 4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	85	20	**0.235294118**
California	TCC 5	Orange	Santa Ana High	CAHSEE	66	13	**0.196969697**
California	TCC 6	Imperial	Brawley High	CAHSEE	33	13	**0.393939394**
California	TCC 7	Los Angeles Unified	Gardena Senior High	CAHSEE	53	7	**0.132075472**
California	TCC 8	Fresno Unified	McLane High	CAHSEE	46	7	**0.152173913**
California	TCC 9	San Bernardino	Pacific High	CAHSEE	45	8	**0.177777778**
California	TCC 10	Los Angeles Unified	East Valley Senior High	CAHSEE	49	15	**0.306122449**
California	TCC 11	Los Angeles Unified	San Fernando Senior High	CAHSEE	75	13	**0.173333333**
California	TCC	Kings	Hanford	CAHSEE	32	4	**0.125**

	12		High				
California	TCC 13	Merced	Livingston High	CAHSEE	20	7	0.35
California	TCC 14	Fresno Unified	Bullard High	CAHSEE	62	27	0.435483871
California	TCC 15	San Bernardino	Alta Loma High	CAHSEE	54	18	0.333333333
California	TCC 16	Fresno Unified	Edison High	CAHSEE	33	2	0.060606061
California	TCC 17	Kings	Lemoore High	CAHSEE	35	15	0.428571429
California	TCC 18	Tulare	Lindsay Senior High	CAHSEE	N/A	N/A	N/A

California Traditional Calendar High Schools

2008-2009 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
California	TCC1	West Contra	Hercules High	CAHSEE	24	9	**0.375**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	9	N/A	**N/A**
California	TCC3	San Bernardino	Silverado High	CAHSEE	99	22	**0.222222222**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	85	26	**0.305882353**
California	TCC5	Orange	Santa Ana High	CAHSEE	65	18	**0.276923077**
California	TCC6	Imperial	Brawley High	CAHSEE	33	6	**0.181818182**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	50	11	**0.22**
California	TCC8	Fresno Unified	McLane High	CAHSEE	41	6	**0.146341463**
California	TCC9	San Bernardino	Pacific High	CAHSEE	45	9	**0.2**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	40	15	**0.375**
California	TCC11	Los Angeles	San Fernando Senior	CAHSEE	74	15	**0.202702703**

		Unified	High				
California	TCC12	Kings	Hanford High	CAHSEE	32	10	**0.3125**
California	TCC13	Merced	Livingston High	CAHSEE	19	10	**0.526315789**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	30	17	**0.566666667**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	54	22	**0.407407407**
California	TCC16	Fresno Unified	Edison High	CAHSEE	31	4	**0.129032258**
California	TCC17	Kings	Lemoore High	CAHSEE	23	12	**0.52173913**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	6	N/A	**N/A**

California Traditional Calendar High Schools

2008-2008 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/ District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
California	TCC1	West Contra	Hercules High	CAHSEE	31	21	0.677419355
California	TCC2	Los Angeles	Vasquez High	CAHSEE	3	N/A	N/A
California	TCC3	San Bernardino	Silverado High	CAHSEE	123	48	0.390243902
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	160	49	0.30625
California	TCC5	Orange	Santa Ana High	CAHSEE	510	205	0.401960784
California	TCC6	Imperial	Brawley High	CAHSEE	97	36	0.371134021
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	136	28	0.205882353
California	TCC8	Fresno Unified	McLane High	CAHSEE	170	48	0.282352941
California	TCC9	San Bernardino	Pacific High	CAHSEE	147	61	0.414965986
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	114	28	0.245614035
California	TCC11	Los Angeles Unified	San Fernando	CAHSEE	294	83	0.282312925

			Senior High				
California	TCC12	Kings	Hanford High	CAHSEE	47	14	**0.29787234**
California	TCC13	Merced	Livingston High	CAHSEE	74	31	**0.418918919**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	16	8	**0.5**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	18	12	**0.666666667**
California	TCC16	Fresno Unified	Edison High	CAHSEE	97	25	**0.257731959**
California	TCC17	Kings	Lemoore High	CAHSEE	20	5	**0.25**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	87	43	**0.494252874**

California Traditional Calendar High Schools

2008-2009 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
California	TCC1	West Contra	Hercules High	CAHSEE	30	19	**0.633333333**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	4	N/A	**N/A**
California	TCC3	San Bernardino	Silverado High	CAHSEE	120	59	**0.491666667**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	152	74	**0.486842105**
California	TCC5	Orange	Santa Ana High	CAHSEE	511	291	**0.569471624**
California	TCC6	Imperial	Brawley High	CAHSEE	97	65	**0.670103093**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	134	50	**0.373134328**
California	TCC8	Fresno Unified	McLane High	CAHSEE	166	97	**0.584337349**
California	TCC9	San Bernardino	Pacific High	CAHSEE	147	72	**0.489795918**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	109	37	**0.339449541**
California	TCC1	Los Angeles	San Fernando	CAHSEE	291	115	**0.395189003**

	1	Unified	Senior High				
California	TCC12	Kings	Hanford High	CAHSEE	46	23	**0.5**
California	TCC13	Merced	Livingston High	CAHSEE	74	49	**0.662162162**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	14	11	**0.785714286**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	18	10	**0.555555556**
California	TCC16	Fresno Unified	Edison High	CAHSEE	94	42	**0.446808511**
California	TCC17	Kings	Lemoore High	CAHSEE	19	5	**0.263157895**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	88	50	**0.568181818**

California Traditional Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
California	TCC1	West Contra	Hercules High	CAHSEE	89	66	0.741573034
California	TCC2	Los Angeles	Vasquez High	CAHSEE	22	15	0.681818182
California	TCC3	San Bernardino	Silverado High	CAHSEE	610	410	0.672131148
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	560	400	0.714285714
California	TCC5	Orange	Santa Ana High	CAHSEE	815	492	0.603680982
California	TCC6	Imperial	Brawley High	CAHSEE	322	233	0.723602484
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	523	324	0.619502868
California	TCC8	Fresno Unified	McLane High	CAHSEE	514	317	0.616731518
California	TCC9	San Bernardino	Pacific High	CAHSEE	455	271	0.595604396
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	301	189	0.627906977
California	TCC11	Los Angeles Unified	San Fernando Senior	CAHSEE	777	467	0.601029601

			High				
California	TCC12	Kings	Hanford High	CAHSEE	198	140	0.707070707
California	TCC13	Merced	Livingston High	CAHSEE	215	163	0.758139535
California	TCC14	Fresno Unified	Bullard High	CAHSEE	191	140	0.732984293
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	172	136	0.790697674
California	TCC16	Fresno Unified	Edison High	CAHSEE	444	302	0.68018018
California	TCC17	Kings	Lemoore High	CAHSEE	143	100	0.699300699
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	234	168	0.717948718

California Traditional Calendar High Schools

2008-2009 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
California	TCC1	West Contra	Hercules High	CAHSEE	87	62	**0.712643678**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	18	15	**0.833333333**
California	TCC3	San Bernardino	Silverado High	CAHSEE	613	422	**0.688417618**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	546	409	**0.749084249**
California	TCC5	Orange	Santa Ana High	CAHSEE	813	576	**0.708487085**
California	TCC6	Imperial	Brawley High	CAHSEE	321	250	**0.778816199**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	513	313	**0.610136452**
California	TCC8	Fresno Unified	McLane High	CAHSEE	505	373	**0.738613861**
California	TCC9	San Bernardino	Pacific High	CAHSEE	456	281	**0.61622807**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	291	180	**0.618556701**
California	TCC11	Los Angeles Unified	San Fernando Senior	CAHSEE	788	517	**0.656091371**

			High				
California	TCC12	Kings	Hanford High	CAHSEE	194	144	**0.742268041**
California	TCC13	Merced	Livingston High	CAHSEE	215	182	**0.846511628**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	177	137	**0.774011299**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	172	131	**0.761627907**
California	TCC16	Fresno Unified	Edison High	CAHSEE	438	321	**0.732876712**
California	TCC17	Kings	Lemoore High	CAHSEE	140	97	**0.692857143**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	236	172	**0.728813559**

California Traditional Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students – Percent LAL Passing
California	TCC1	West Contra	Hercules High	CAHSEE	254	205	0.80708661
California	TCC2	Los Angeles	Vasquez High	CAHSEE	141	129	0.91489362
California	TCC3	San Bernardino	Silverado High	CAHSEE	938	651	0.69402985
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	828	604	0.7294686
California	TCC5	Orange	Santa Ana High	CAHSEE	795	531	0.66792453
California	TCC6	Imperial	Brawley High	CAHSEE	421	342	0.81235154
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	600	401	0.66833333
California	TCC8	Fresno Unified	McLane High	CAHSEE	516	330	0.63953488
California	TCC9	San Bernardino	Pacific High	CAHSEE	600	373	0.62166667
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	258	169	0.65503876
California	TCC11	Los Angeles Unified	San Fernando Senior High	CAHSEE	733	532	0.72578445

California	TCC12	Kings	Hanford High	CAHSEE	458	362	**0.79039301**
California	TCC13	Merced	Livingston High	CAHSEE	308	243	**0.78896104**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	674	572	**0.84866469**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	715	611	**0.85454545**
California	TCC16	Fresno Unified	Edison High	CAHSEE	533	427	**0.8011257**
California	TCC17	Kings	Lemoore High	CAHSEE	469	385	**0.82089552**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	273	182	**0.66666667**

California Traditional Calendar High Schools

2009-2010 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
California	TCC1	West Contra	Hercules High	CAHSEE	253	195	**0.77075099**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	134	117	**0.87313433**
California	TCC3	San Bernardino	Silverado High	CAHSEE	940	652	**0.69361702**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	828	619	**0.74758454**
California	TCC5	Orange	Santa Ana High	CAHSEE	786	565	**0.71882952**
California	TCC6	Imperial	Brawley High	CAHSEE	420	349	**0.83095238**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	607	367	**0.60461285**
California	TCC8	Fresno Unified	McLane High	CAHSEE	520	392	**0.75384615**
California	TCC9	San Bernardino	Pacific High	CAHSEE	692	370	**0.53468208**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	253	165	**0.65217391**
California	TCC11	Los Angeles Unified	San Fernando Senior	CAHSEE	730	525	**0.71917808**

			High				
California	TCC12	Kings	Hanford High	CAHSEE	458	374	**0.81659389**
California	TCC13	Merced	Livingston High	CAHSEE	308	248	**0.80519481**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	647	576	**0.89026275**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	653	586	**0.89739663**
California	TCC16	Fresno Unified	Edison High	CAHSEE	532	435	**0.81766917**
California	TCC17	Kings	Lemoore High	CAHSEE	453	374	**0.82560706**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	272	198	**0.72794118**

California Traditional Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/ District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
California	TCC1	West Contra	Hercules High	CAHSEE	24	5	0.20833333
California	TCC2	Los Angeles	Vasquez High	CAHSEE	21	13	0.61904762
California	TCC3	San Bernardino	Silverado High	CAHSEE	97	22	0.22680412
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	111	35	0.31531532
California	TCC5	Orange	Santa Ana High	CAHSEE	72	12	0.16666667
California	TCC6	Imperial	Brawley High	CAHSEE	27	17	0.62962963
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	55	11	0.2
California	TCC8	Fresno Unified	McLane High	CAHSEE	51	8	0.15686275
California	TCC9	San Bernandino	Pacific High	CAHSEE	52	7	0.13461538
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	35	7	0.2
California	TCC11	Los Angles Unified	San Fernando Senior High	CAHSEE	76	23	0.30263158

California	TCC12	Kings	Hanford High	CAHSEE	38	9	**0.23684211**
California	TCC13	Merced	Livingston High	CAHSEE	35	9	**0.25714286**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	58	23	**0.39655172**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	85	28	**0.32941176**
California	TCC16	Fresno Unified	Edison High	CAHSEE	32	3	**0.09375**
California	TCC17	Kings	Lemoore High	CAHSEE	52	15	**0.28846154**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	9	N/A	**N/A**

California Traditional Calendar High Schools

2009-2010 Math Passing Rates

Students with Disabilities Population

State	Code	County/ District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
California	TCC1	West Contra	Hercules High	CAHSEE	24	6	0.25
California	TCC2	Los Angeles	Vasquez High	CAHSEE	11	5	0.45454545
California	TCC3	San Bernardino	Silverado High	CAHSEE	97	21	0.21649485
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	110	35	0.31818182
California	TCC5	Orange	Santa Ana High	CAHSEE	72	14	0.19444444
California	TCC6	Imperial	Brawley High	CAHSEE	27	8	0.2962963
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	59	4	0.06779661
California	TCC8	Fresno Unified	McLane High	CAHSEE	53	17	0.32075472
California	TCC9	San Bernardino	Pacific High	CAHSEE	51	7	0.1372549
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	30	7	0.23333333

California	TCC11	Los Angeles Unified	San Fernando Senior High	CAHSEE	79	28	**0.35443038**
California	TCC12	Kings	Hanford High	CAHSEE	38	12	**0.31578947**
California	TCC13	Merced	Livingston High	CAHSEE	33	11	**0.33333333**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	32	13	**0.40625**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	24	13	**0.54166667**
California	TCC16	Fresno Unified	Edison High	CAHSEE	30	3	**0.1**
California	TCC17	Kings	Lemoore High	CAHSEE	33	11	**0.33333333**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	9	N/A	**N/A**

California Traditional Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/ District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
California	TCC1	West Contra	Hercules High	CAHSEE	28	16	**0.57142857**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	1	N/A	N/A
California	TCC3	San Bernardino	Silverado High	CAHSEE	130	49	**0.37692308**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	173	51	**0.29479769**
California	TCC5	Orange	Santa Ana High	CAHSEE	399	173	**0.43358396**
California	TCC6	Imperial	Brawley High	CAHSEE	92	45	**0.48913043**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	117	29	**0.24786325**
California	TCC8	Fresno Unified	McLane High	CAHSEE	143	49	**0.34265734**
California	TCC9	San Bernardino	Pacific High	CAHSEE	147	52	**0.3537415**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	86	24	**0.27906977**
California	TCC11	Los Angeles Unified	San Fernando Senior High	CAHSEE	193	51	**0.2642487**

California	TCC12	Kings	Hanford High	CAHSEE	42	11	**0.26190476**
California	TCC13	Merced	Livingston High	CAHSEE	77	27	**0.35064935**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	18	7	**0.38888889**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	30	17	**0.56666667**
California	TCC16	Fresno Unified	Edison High	CAHSEE	87	24	**0.27586207**
California	TCC17	Kings	Lemoore High	CAHSEE	34	10	**0.29411765**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	127	51	**0.4015748**

California Traditional Calendar High Schools

2009-2010 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
California	TCC1	West Contra	Hercules High	CAHSEE	28	17	**0.60714286**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	1	N/A	**N/A**
California	TCC3	San Bernardino	Silverado High	CAHSEE	128	51	**0.3984375**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	173	67	**0.38728324**
California	TCC5	Orange	Santa Ana High	CAHSEE	393	218	**0.55470738**
California	TCC6	Imperial	Brawley High	CAHSEE	91	56	**0.61538462**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	112	39	**0.34821429**
California	TCC8	Fresno Unified	McLane High	CAHSEE	146	84	**0.57534247**
California	TCC9	San Bernardino	Pacific High	CAHSEE	147	55	**0.37414966**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	83	33	**0.39759036**

California	TCC11	Los Angeles Unified	San Fernando Senior High	CAHSEE	188	69	**0.36702128**
California	TCC12	Kings	Hanford High	CAHSEE	42	20	**0.47619048**
California	TCC13	Merced	Livingston High	CAHSEE	77	37	**0.48051948**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	18	13	**0.72222222**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	25	18	**0.72**
California	TCC16	Fresno Unified	Edison High	CAHSEE	86	35	**0.40697674**
California	TCC17	Kings	Lemoore High	CAHSEE	31	13	**0.41935484**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	126	63	**0.5**

California Traditional Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
California	TCC1	West Contra	Hercules High	CAHSEE	528	327	**0.61931818**
California	TCC2	Los Angeles	Vasquez High	CAHSEE	235	149	**0.63404255**
California	TCC3	San Bernardino	Silverado High	CAHSEE	727	528	**0.72627235**
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	223	150	**0.67264574**
California	TCC5	Orange	Santa Ana High	CAHSEE	243	191	**0.78600823**
California	TCC6	Imperial	Brawley High	CAHSEE	244	179	**0.73360656**
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	241	193	**0.80082988**
California	TCC8	Fresno Unified	McLane High	CAHSEE	397	302	**0.76070529**
California	TCC9	San Bernardino	Pacific High	CAHSEE	85	59	**0.69411765**
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	273	182	**0.66666667**
California	TCC11	Los Angeles	San Fernando Senior	CAHSEE	727	528	**0.72627235**

		Unified	High				
California	TCC12	Kings	Hanford High	CAHSEE	223	150	**0.67264574**
California	TCC13	Merced	Livingston High	CAHSEE	243	191	**0.78600823**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	244	179	**0.73360656**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	241	193	**0.80082988**
California	TCC16	Fresno Unified	Edison High	CAHSEE	397	302	**0.76070529**
California	TCC17	Kings	Lemoore High	CAHSEE	85	59	**0.69411765**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	273	182	**0.66666667**

California Traditional Calendar High Schools

2009-2010 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
California	TCC1	West Contra	Hercules High	CAHSEE	86	55	0.63953488
California	TCC2	Los Angeles	Vasquez High	CAHSEE	230	147	0.63913043
California	TCC3	San Bernardino	Silverado High	CAHSEE	723	521	0.72060858
California	TCC4	Los Angeles Unified	Phineas Banning Senior High	CAHSEE	223	165	0.73991031
California	TCC5	Orange	Santa Ana High	CAHSEE	243	195	0.80246914
California	TCC6	Imperial	Brawley High	CAHSEE	225	176	0.78222222
California	TCC7	Los Angeles Unified	Gardena Senior High	CAHSEE	219	190	0.86757991
California	TCC8	Fresno Unified	McLane High	CAHSEE	396	314	0.79292929
California	TCC9	San Bernardino	Pacific High	CAHSEE	530	331	0.73417722
California	TCC10	Los Angeles Unified	East Valley Senior High	CAHSEE	272	198	0.72794118
California	TCC11	Los Angeles Unified	San Fernando Senior	CAHSEE	723	521	0.72060858

			High				
California	TCC12	Kings	Hanford High	CAHSEE	223	165	**0.73991031**
California	TCC13	Merced	Livingston High	CAHSEE	243	195	**0.80246914**
California	TCC14	Fresno Unified	Bullard High	CAHSEE	225	176	**0.78222222**
California	TCC15	San Bernardino	Alta Loma High	CAHSEE	219	190	**0.86757991**
California	TCC16	Fresno Unified	Edison High	CAHSEE	396	314	**0.79292929**
California	TCC17	Kings	Lemoore High	CAHSEE	79	58	**0.73417722**
California	TCC18	Tulare	Lindsay Senior High	CAHSEE	272	198	**0.72794118**

Appendix B

California Year-Round Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/ District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students - Percent LAL Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	309	246	0.7961165
California	YRC 2	Glenn	Willows High	CAHSEE	119	98	0.82352941
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	788	540	0.68527919
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	1045	671	0.64210526
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	1057	711	0.67265847
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	909	455	0.50055006
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	835	620	0.74251497
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	895	688	0.76871508
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	720	430	0.59722222
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	859	497	0.57857974
California	YRC 11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	865	560	0.64739884

California	YRC 12	Monterey	Monterey High	CAHSEE	379	321	**0.8469657**
California	YRC 13	Monterey	Seaside High	CAHSEE	331	236	**0.71299094**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	801	736	**0.91885144**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	909	821	**0.90319032**
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	524	424	**0.80916031**
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	553	434	**0.78481013**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	299	231	**0.77257525**

California Year-Round Calendar High Schools

2007-2008 Math Passing Rates

Total Student Population

State	Code	County/ District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
California	YRC1	Lake Tahoe	South Tahoe High	CAHSEE	306	249	0.81372549
California	YRC2	Glenn	Willows High	CAHSEE	119	98	0.82352941
California	YRC3	Los Angeles	Bell Senior High	CAHSEE	797	656	0.82308657
California	YRC4	Los Angeles	Huntington Park Senior High	CAHSEE	1045	595	0.56937799
California	YRC5	Los Angeles	James A. Garfield Senior High	CAHSEE	31	15	0.48387097
California	YRC6	Los Angeles	John C. Fremont Senior High	CAHSEE	915	430	0.46994536
California	YRC7	Los Angeles	John H. Francis Polytechnic	CAHSEE	832	665	0.79927885
California	YRC8	Los Angeles	John Marshall Senior High	CAHSEE	887	682	0.76888388
California	YRC9	Los Angeles	Los Angeles Senior High	CAHSEE	735	437	0.59455782
California	YRC10	Los Angeles	Manual Arts Senior High	CAHSEE	876	438	0.5
California	YRC11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	861	532	0.61788618
California	YRC12	Monterey	Monterey High	CAHSEE	376	309	0.82180851
California	YRC13	Monterey	Seaside High	CAHSEE	334	212	0.63473054

California	YRC1 4	Riverside	Murrieta Valley High	CAHSEE	793	733	**0.92433796**
California	YRC1 5	Murrieta	Vista Murrieta High	CAHSEE	897	822	**0.91638796**
California	YRC1 6	San Bernardino	Apple Valley High	CAHSEE	524	364	**0.69465649**
California	YRC1 7	San Bernardino	Granite Hills High	CAHSEE	556	443	**0.79676259**
California	YRC1 8	Fillmore	Fillmore Senior High	CAHSEE	293	220	**0.75085324**

California Year-Round Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/ District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	33	8	**0.24242424**
California	YRC 2	Glenn	Willows High	CAHSEE	7	N/A	**N/A**
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	58	12	**0.20689655**
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	74	10	**0.13513514**
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	92	17	**0.18478261**
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	94	9	**0.09574468**
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	51	7	**0.1372549**
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	58	19	**0.32758621**
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	81	13	**0.16049383**
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	56	9	**0.16071429**
California	YRC 11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	92	19	**0.20652174**
California	YRC 12	Monterey	Monterey High	CAHSEE	20	13	**0.65**

California	YRC 13	Monterey	Seaside High	CAHSEE	29	6	**0.20689655**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	56	32	**0.57142857**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	65	30	**0.46153846**
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	66	25	**0.37878788**
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	69	17	**0.24637681**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	32	11	**0.34375**

California Year-Round Calendar High Schools

2007-2008 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	28	7	**0.25**
California	YRC 2	Glenn	Willows High	CAHSEE	7	N/A	**N/A**
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	60	18	**0.3**
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	76	9	**0.11842105**
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	3	N/A	**N/A**
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	98	4	**0.04081633**
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	50	11	**0.22**
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	53	27	**0.50943396**
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	83	6	**0.07228916**
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	68	7	**0.10294118**
California	YRC	Los Angeles	School of Communicat	CAHSEE	78	13	**0.16666667**

	11		ions, New Media and Technology at Roosevelt				
California	YRC 12	Monterey	Monterey High	CAHSEE	18	9	**0.5**
California	YRC 13	Monterey	Seaside High	CAHSEE	30	4	**0.13333333**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	53	33	**0.62264151**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	61	32	**0.52459016**
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	66	20	**0.3030303**
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	69	19	**0.27536232**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	31	13	**0.41935484**

California Year-Round Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	38	12	**0.31578947**
California	YRC 2	Glenn	Willows High	CAHSEE	4	N/A	**N/A**
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	282	99	**0.35106383**
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	363	99	**0.27272727**
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	383	131	**0.34203655**
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	364	51	**0.14010989**
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	226	75	**0.33185841**
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	188	62	**0.32978723**

California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	298	84	**0.28187919**
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	315	93	**0.2952381**
California	YRC 11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	333	116	**0.34834835**
California	YRC 12	Monterey	Monterey High	CAHSEE	65	22	**0.33846154**
California	YRC 13	Monterey	Seaside High	CAHSEE	89	28	**0.31460674**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	18	8	**0.44444444**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	18	8	**0.44444444**
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	36	19	**0.52777778**
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	37	15	**0.40540541**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	97	53	**0.54639175**

California Year-Round Calendar High Schools

2007-2008 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/ District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	36	17	0.47222222
California	YRC 2	Glenn	Willows High	CAHSEE	4	N/A	N/A
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	286	188	0.65734266
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	364	108	0.2967033
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	13	3	0.23076923
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	358	83	0.23184358
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	223	115	0.51569507
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	182	85	0.46703297
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	302	116	0.38410596
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	322	90	0.27950311

California	YRC 11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	320	111	**0.346875**
California	YRC 12	Monterey	Monterey High	CAHSEE	63	24	**0.38095238**
California	YRC 13	Monterey	Seaside High	CAHSEE	91	26	**0.28571429**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	18	12	**0.66666667**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	17	9	**0.52941176**
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	37	22	**0.59459459**
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	37	18	**0.48648649**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	95	58	**0.61052632**

California Year-Round Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	166	118	**0.71084337**
California	YRC 2	Glenn	Willows High	CAHSEE	56	43	**0.76785714**
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	784	538	**0.68622449**
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	993	651	**0.65558912**
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	986	664	**0.67342799**
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	821	415	**0.50548112**
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	764	560	**0.73298429**
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	713	539	**0.75596073**
California	YRC	Los	Los	CAHSEE	574	335	**0.58362369**

	9	Angeles	Angeles Senior High				
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	689	400	**0.58055152**
California	YRC 11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	802	519	**0.64713217**
California	YRC 12	Monterey	Monterey High	CAHSEE	132	92	**0.6969697**
California	YRC 13	Monterey	Seaside High	CAHSEE	193	127	**0.65803109**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	88	72	**0.81818182**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	184	158	**0.85869565**
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	276	206	**0.74637681**
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	250	168	**0.672**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	185	135	**0.72972973**

California Year-Round Calendar High Schools

2007-2008 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	161	118	**0.73291925**
California	YRC 2	Glenn	Willows High	CAHSEE	56	44	**0.78571429**
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	793	653	**0.82345523**
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	996	575	**0.57730924**
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	28	14	**0.5**
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	822	3990	**4.8540146**
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	759	603	**0.7944664**
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	710	536	**0.75492958**
California	YRC	Los	Los	CAHSEE	582	347	**0.59621993**

	9	Angeles	Angeles Senior High				
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	703	362	0.51493599
California	YRC 11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	798	496	0.62153388
California	YRC 12	Monterey	Monterey High	CAHSEE	131	85	0.64885496
California	YRC 13	Monterey	Seaside High	CAHSEE	199	114	0.57286432
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	84	70	0.83333333
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	181	160	0.8839779
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	279	192	0.68817204
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	252	172	0.68253968
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	183	135	0.73770492

California Year-Round Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/ District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students – Percent LAL Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	314	255	**0.81210191**
California	YRC 2	Glenn	Willows High	CAHSEE	111	94	**0.84684685**
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	1096	745	**0.67974453**
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	952	567	**0.59558824**
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	996	657	**0.65963855**
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	945	479	**0.50687831**
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	783	623	**0.79565773**
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	899	682	**0.75862069**
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	717	444	**0.61924686**
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	760	411	**0.54078947**
California	YRC 11	Los Angeles	School of Communications, New Media and Technology	CAHSEE	1053	710	**0.67426401**

			at Roosevelt				
California	YRC 12	Monterey	Monterey High	CAHSEE	399	325	0.81453634
California	YRC 13	Monterey	Seaside High	CAHSEE	303	211	0.69636964
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	766	707	0.9229765
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	911	830	0.91108672
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	528	426	0.80681818
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	513	411	0.80116959
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	270	218	0.80740741

California Year-Round Calendar High Schools

2008-2009 Math Passing Rates

Total Student Population

State	Code	County/ District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
California	YRC1	Lake Tahoe	South Tahoe High	CAHSEE	386	310	**0.80310881**
California	YRC2	Glenn	Willows High	CAHSEE	110	90	**0.81818182**
California	YRC3	Los Angeles	Bell Senior High	CAHSEE	1085	881	**0.81198157**
California	YRC4	Los Angeles	Huntington Park Senior High	CAHSEE	976	569	**0.5829918**
California	YRC5	Los Angeles	James A. Garfield Senior High	CAHSEE	997	711	**0.71313942**
California	YRC6	Los Angeles	John C. Fremont Senior High	CAHSEE	950	472	**0.49684211**
California	YRC7	Los Angeles	John H. Francis Polytechnic	CAHSEE	779	646	**0.82926829**
California	YRC8	Los Angeles	John Marshall Senior High	CAHSEE	904	678	**0.75**
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	724	463	**0.63950276**
California	YRC1 0	Los Angeles	Manual Arts Senior High	CAHSEE	751	423	**0.563249**
California	YRC1 1	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	1031	712	**0.69059166**
California	YRC1 2	Monterey	Monterey High	CAHSEE	395	321	**0.81265823**
California	YRC1	Monterey	Seaside High	CAHSEE	303	222	**0.73267327**

	3						
California	YRC1 4	Riverside	Murrieta Valley High	CAHSEE	761	709	**0.93166886**
California	YRC1 5	Murrieta	Vista Murrieta High	CAHSEE	910	820	**0.9010989**
California	YRC1 6	San Bernardino	Apple Valley High	CAHSEE	525	393	**0.74857143**
California	YRC1 7	San Bernardino	Granite Hills High	CAHSEE	517	395	**0.76402321**
California	YRC1 8	Fillmore	Fillmore Senior High	CAHSEE	270	212	**0.78518519**

California Year-Round Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/ District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	33	16	**0.48484848**
California	YRC 2	Glenn	Willows High	CAHSEE	1	N/A	**N/A**
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	84	12	**0.14285714**
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	78	7	**0.08974359**
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	80	13	**0.1625**
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	69	7	**0.10144928**
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	42	8	**0.19047619**
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	69	18	**0.26086957**
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	68	14	**0.20588235**
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	31	4	**0.12903226**
California	YRC 11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	83	23	**0.27710843**
California	YRC	Montere	Monterey High	CAHSEE	38	16	**0.42105263**

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California	YRC 13	Montere y	Seaside High	CAHSEE	31	5	**0.16129032**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	43	24	**0.55813953**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	68	32	**0.47058824**
California	YRC 16	San Bernardi no	Apple Valley High	CAHSEE	57	20	**0.35087719**
California	YRC 17	San Bernardi no	Granite Hills High	CAHSEE	49	15	**0.30612245**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	32	6	**0.1875**

California Year-Round Calendar High Schools

2008-2009 Math Passing Rates

Students with Disabilities Population

State	Code	County/ District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	347	33	**0.09510086**
California	YRC 2	Glenn	Willows High	CAHSEE	1	N/A	**N/A**
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	81	21	**0.25925926**
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	82	10	**0.12195122**
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	67	16	**0.23880597**
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	74	11	**0.14864865**
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	41	11	**0.26829268**
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	69	29	**0.42028986**
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	71	17	**0.23943662**
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	23	4	**0.17391304**
California	YRC 11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	82	18	**0.2195122**

California	YRC 12	Montere y	Monterey High	CAHSEE	34	10	**0.29411765**
California	YRC 13	Montere y	Seaside High	CAHSEE	30	4	**0.13333333**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	39	24	**0.61538462**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	69	34	**0.49275362**
California	YRC 16	San Bernardi no	Apple Valley High	CAHSEE	55	17	**0.30909091**
California	YRC 17	San Bernardi no	Granite Hills High	CAHSEE	49	10	**0.20408163**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	32	9	**0.28125**

California Year-Round Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	43	13	0.30232558
California	YRC 2	Glenn	Willows High	CAHSEE	4	N/A	N/A
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	350	106	0.30285714
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	331	66	0.19939577
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	315	83	0.26349206
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	357	70	0.19607843
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	127	33	0.25984252
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	183	52	0.28415301
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	298	88	0.29530201
California	YRC 10	Los Angeles	Manual Arts Senior	CAHSEE	309	77	0.24919094

			High				
California	YRC 11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	359	113	0.31476323
California	YRC 12	Monterey	Monterey High	CAHSEE	46	12	0.26086957
California	YRC 13	Monterey	Seaside High	CAHSEE	69	13	0.1884058
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	21	10	0.47619048
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	17	9	0.52941176
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	45	22	0.48888889
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	29	9	0.31034483
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	67	36	0.53731343

California Year-Round Calendar High Schools

2008-2009 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	42	22	0.52380952
California	YRC 2	Glenn	Willows High	CAHSEE	4	N/A	N/A
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	339	210	0.61946903
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	337	104	0.30860534
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	309	132	0.42718447
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	360	100	0.27777778
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	126	52	0.41269841
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	186	67	0.36021505
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	293	122	0.41638225
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	303	110	0.3630363
California	YRC	Los	School of Communicati	CAHSEE	338	133	0.39349112

	11	Angeles	ons, New Media and Technology at Roosevelt				
California	YRC 12	Monterey	Monterey High	CAHSEE	47	17	**0.36170213**
California	YRC 13	Monterey	Seaside High	CAHSEE	68	24	**0.35294118**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	21	11	**0.52380952**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	14	14	**1**
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	45	22	**0.48888889**
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	29	15	**0.51724138**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	67	30	**0.44776119**

California Year-Round Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	129	85	0.65891473
California	YRC 2	Glenn	Willows High	CAHSEE	41	34	0.82926829
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	1088	738	0.67830882
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	911	548	0.60153677
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	987	652	0.66058764
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	850	433	0.50941176
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	716	568	0.79329609
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	732	535	0.73087432
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	611	374	0.61211129
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	666	369	0.55405405
California	YRC 11	Los Angeles	School of Communications, New Media and Technology at	CAHSEE	957	651	0.68025078

			Roosevelt				
California	YRC 12	Monterey	Monterey High	CAHSEE	180	126	**0.7**
California	YRC 13	Monterey	Seaside High	CAHSEE	189	114	**0.6031746**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	99	79	**0.7979798**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	153	137	**0.89542484**
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	295	25	**0.08474576**
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	233	168	**0.72103004**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	186	140	**0.75268817**

California Year-Round Calendar High Schools

2008-2009 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	127	94	**0.74015748**
California	YRC 2	Glenn	Willows High	CAHSEE	41	29	**0.70731707**
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	1076	873	**0.81133829**
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	936	553	**0.59081197**
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	987	707	**0.71631206**
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	855	430	**0.50292398**
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	715	592	**0.82797203**
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	736	533	**0.72418478**
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	617	389	**0.63047002**
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	659	378	**0.57359636**
California	YRC 11	Los Angeles	School of Communications, New Media and	CAHSEE	939	659	**0.70181044**

			Technology at Roosevelt				
California	YRC 12	Monterey	Monterey High	CAHSEE	178	124	**0.69662921**
California	YRC 13	Monterey	Seaside High	CAHSEE	190	124	**0.65263158**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	98	83	**0.84693878**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	153	140	**0.91503268**
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	293	199	**0.67918089**
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	236	164	**0.69491525**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	186	137	**0.73655914**

California Year-Round Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students – Percent LAL Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	295	243	**0.82372881**
California	YRC 2	Glenn	Willows High	CAHSEE	102	89	**0.87254902**
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	1193	844	**0.70746018**
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	1025	700	**0.68292683**
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	1017	701	**0.6892822**
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	1073	633	**0.58993476**
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	516	448	**0.86821705**
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	812	626	**0.77093596**
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	596	451	**0.75671141**
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	897	505	**0.56298774**
California	YRC 11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	862	607	**0.70417633**
California	YRC 12	Monterey	Monterey High	CAHSEE	352	302	**0.85795455**

California	YRC 13	Monterey	Seaside High	CAHSEE	289	211	**0.73010381**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	616	570	**0.92532468**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	817	750	**0.91799266**
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	539	457	**0.84786642**
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	523	432	**0.82600382**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	262	210	**0.80152672**

California Year-Round Calendar High Schools

2009-2010 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
California	YRC1	Lake Tahoe	South Tahoe High	CAHSEE	297	254	**0.85521886**
California	YRC2	Glenn	Willows High	CAHSEE	379	104	**0.27440633**
California	YRC3	Los Angeles	Bell Senior High	CAHSEE	1182	959	**0.81133672**
California	YRC4	Los Angeles	Huntington Park Senior High	CAHSEE	1042	678	**0.65067179**
California	YRC5	Los Angeles	James A. Garfield Senior High	CAHSEE	985	697	**0.70761421**
California	YRC6	Los Angeles	John C. Fremont Senior High	CAHSEE	1089	595	**0.54637282**
California	YRC7	Los Angeles	John H. Francis Polytechnic	CAHSEE	514	442	**0.85992218**
California	YRC8	Los Angeles	John Marshall Senior High	CAHSEE	800	604	**0.755**
California	YRC9	Los Angeles	Los Angeles Senior High	CAHSEE	609	436	**0.71592775**
California	YRC10	Los Angeles	Manual Arts Senior High	CAHSEE	885	480	**0.54237288**
California	YRC11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	845	600	**0.71005917**
California	YRC12	Monterey	Monterey High	CAHSEE	350	299	**0.85428571**
California	YRC13	Monterey	Seaside High	CAHSEE	289	222	**0.76816609**

California	YRC14	Riverside	Murrieta Valley High	CAHSEE	612	563	**0.91993464**
California	YRC15	Murrieta	Vista Murrieta High	CAHSEE	816	756	**0.92647059**
California	YRC16	San Bernardino	Apple Valley High	CAHSEE	540	428	**0.79259259**
California	YRC17	San Bernardino	Granite Hills High	CAHSEE	530	427	**0.80566038**
California	YRC18	Fillmore	Fillmore Senior High	CAHSEE	264	188	**0.71212121**

California Year-Round Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/ District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
California	YRC1	Lake Tahoe	South Tahoe High	CAHSEE	31	12	**0.38709677**
California	YRC2	Glenn	Willows High	CAHSEE	85	N/A	**N/A**
California	YRC3	Los Angeles	Bell Senior High	CAHSEE	959	119	**0.12408759**
California	YRC4	Los Angeles	Huntington Park Senior High	CAHSEE	678	63	**0.09292035**
California	YRC5	Los Angeles	James A. Garfield Senior High	CAHSEE	697	103	**0.14777618**
California	YRC6	Los Angeles	John C. Fremont Senior High	CAHSEE	595	61	**0.10252101**
California	YRC7	Los Angeles	John H. Francis Polytechnic	CAHSEE	35	17	**0.48571429**
California	YRC8	Los Angeles	John Marshall Senior High	CAHSEE	83	28	**0.3373494**
California	YRC9	Los Angeles	Los Angeles Senior High	CAHSEE	59	16	**0.27118644**
California	YRC10	Los Angeles	Manual Arts Senior High	CAHSEE	15	4	**0.26666667**
California	YRC11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	65	15	**0.23076923**

California	YRC12	Monterey	Monterey High	CAHSEE	23	10	**0.43478261**
California	YRC13	Monterey	Seaside High	CAHSEE	18	2	**0.11111111**
California	YRC14	Riverside	Murrieta Valley High	CAHSEE	17	8	**0.47058824**
California	YRC15	Murrieta	Vista Murrieta High	CAHSEE	63	38	**0.6031746**
California	YRC16	San Bernardino	Apple Valley High	CAHSEE	54	20	**0.37037037**
California	YRC17	San Bernardino	Granite Hills High	CAHSEE	44	13	**0.29545455**
California	YRC18	Fillmore	Fillmore Senior High	CAHSEE	21	4	**0.19047619**

California Year-Round Calendar High Schools

2009-2010 Math Passing Rates

Students with Disabilities Population

State	Code	County/ District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
California	YRC1	Lake Tahoe	South Tahoe High	CAHSEE	30	16	**0.53333333**
California	YRC2	Glenn	Willows High	CAHSEE	N/A	N/A	**N/A**
California	YRC3	Los Angeles	Bell Senior High	CAHSEE	114	19	**0.16666667**
California	YRC4	Los Angeles	Huntington Park Senior High	CAHSEE	65	6	**0.09230769**
California	YRC5	Los Angeles	James A. Garfield Senior High	CAHSEE	20	11	**0.55**
California	YRC6	Los Angeles	John C. Fremont Senior High	CAHSEE	77	17	**0.22077922**
California	YRC7	Los Angeles	John H. Francis Polytechnic	CAHSEE	35	19	**0.54285714**
California	YRC8	Los Angeles	John Marshall Senior High	CAHSEE	78	31	**0.3974359**
California	YRC9	Los Angeles	Los Angeles Senior High	CAHSEE	64	15	**0.234375**
California	YRC10	Los Angeles	Manual Arts Senior High	CAHSEE	15	2	**0.13333333**
California	YRC11	Los Angeles	School of Communications, New	CAHSEE	42	10	**0.23809524**

			Media and Technology at Roosevelt				
California	YRC1 2	Monterey	Monterey High	CAHSEE	21	4	**0.19047619**
California	YRC1 3	Monterey	Seaside High	CAHSEE	18	3	**0.16666667**
California	YRC1 4	Riverside	Murrieta Valley High	CAHSEE	14	11	**0.78571429**
California	YRC1 5	Murrieta	Vista Murrieta High	CAHSEE	62	37	**0.59677419**
California	YRC1 6	San Bernardino	Apple Valley High	CAHSEE	340	54	**0.15882353**
California	YRC1 7	San Bernardino	Granite Hills High	CAHSEE	50	17	**0.34**
California	YRC1 8	Fillmore	Fillmore Senior High	CAHSEE	21	1	**0.04761905**

California Year-Round Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/ District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	44	16	**0.36363636**
California	YRC 2	Glenn	Willows High	CAHSEE	N/A	13	**N/A**
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	356	119	**0.33426966**
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	331	104	**0.3141994**
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	305	91	**0.29836066**
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	17	422	**24.8235294**
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	62	28	**0.4516129**
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	172	49	**0.28488372**
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	167	70	**0.41916168**
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	377	122	**0.32360743**
California	YRC 11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	252	69	**0.27380952**

California	YRC 12	Monterey	Monterey High	CAHSEE	45	16	0.35555556
California	YRC 13	Monterey	Seaside High	CAHSEE	71	23	0.32394366
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	18	3	0.16666667
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	22	13	0.59090909
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	33	14	0.42424242
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	32	15	0.46875
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	71	34	0.47887324

California Year-Round Calendar High Schools

2009-2010 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/ District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	46	28	0.60869565
California	YRC 2	Glenn	Willows High	CAHSEE	64	50	0.78125
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	346	201	0.58092486
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	331	121	0.36555891
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	278	108	0.38848921
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	104	436	4.19230769
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	62	33	0.53225806
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	159	65	0.40880503
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	175	78	0.44571429
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	371	142	0.38274933
California	YRC 11	Los Angeles	School of Communications, New	CAHSEE	237	102	0.43037975

			Media and Technology at Roosevelt				
California	YRC 12	Monterey	Monterey High	CAHSEE	45	19	0.42222222
California	YRC 13	Monterey	Seaside High	CAHSEE	69	33	0.47826087
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	19	11	0.57894737
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	23	16	0.69565217
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	33	17	0.51515152
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	33	18	0.54545455
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	71	30	0.42253521

California Year-Round Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
California	YRC 1	Lake Tahoe	South Tahoe High	CAHSEE	154	111	0.72077922
California	YRC 2	Glenn	Willows High	CAHSEE	65	55	0.84615385
California	YRC 3	Los Angeles	Bell Senior High	CAHSEE	1180	838	0.71016949
California	YRC 4	Los Angeles	Huntington Park Senior High	CAHSEE	997	686	0.68806419
California	YRC 5	Los Angeles	James A. Garfield Senior High	CAHSEE	997	687	0.6890672
California	YRC 6	Los Angeles	John C. Fremont Senior High	CAHSEE	1014	600	0.59171598
California	YRC 7	Los Angeles	John H. Francis Polytechnic	CAHSEE	480	415	0.86458333
California	YRC 8	Los Angeles	John Marshall Senior High	CAHSEE	664	499	0.75150602
California	YRC 9	Los Angeles	Los Angeles Senior High	CAHSEE	528	393	0.74431818
California	YRC 10	Los Angeles	Manual Arts Senior High	CAHSEE	829	470	0.56694813
California	YRC 11	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	826	586	0.7094431

California	YRC 12	Monterey	Monterey High	CAHSEE	134	96	**0.71641791**
California	YRC 13	Monterey	Seaside High	CAHSEE	191	130	**0.68062827**
California	YRC 14	Riverside	Murrieta Valley High	CAHSEE	97	82	**0.84536082**
California	YRC 15	Murrieta	Vista Murrieta High	CAHSEE	198	169	**0.85353535**
California	YRC 16	San Bernardino	Apple Valley High	CAHSEE	327	260	**0.79510703**
California	YRC 17	San Bernardino	Granite Hills High	CAHSEE	275	205	**0.74545455**
California	YRC 18	Fillmore	Fillmore Senior High	CAHSEE	190	144	**0.75789474**

California Year-Round Calendar High Schools

2009-2010 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
California	YRC1	Lake Tahoe	South Tahoe High	CAHSEE	155	122	**0.78709677**
California	YRC2	Glenn	Willows High	CAHSEE	64	50	**0.78125**
California	YRC3	Los Angeles	Bell Senior High	CAHSEE	1172	954	**0.81399317**
California	YRC4	Los Angeles	Huntington Park Senior High	CAHSEE	1016	663	**0.65255906**
California	YRC5	Los Angeles	James A. Garfield Senior High	CAHSEE	966	688	**0.71221532**
California	YRC6	Los Angeles	John C. Fremont Senior High	CAHSEE	1027	566	**0.55111977**
California	YRC7	Los Angeles	John H. Francis Polytechnic	CAHSEE	477	411	**0.86163522**
California	YRC8	Los Angeles	John Marshall Senior High	CAHSEE	653	487	**0.74578867**
California	YRC9	Los Angeles	Los Angeles Senior High	CAHSEE	541	387	**0.71534196**
California	YRC10	Los Angeles	Manual Arts Senior High	CAHSEE	823	448	**0.54434994**

California	YRC1 1	Los Angeles	School of Communications, New Media and Technology at Roosevelt	CAHSEE	807	575	**0.71251549**
California	YRC1 2	Monterey	Monterey High	CAHSEE	134	100	**0.74626866**
California	YRC1 3	Monterey	Seaside High	CAHSEE	190	138	**0.72631579**
California	YRC1 4	Riverside	Murrieta Valley High	CAHSEE	97	78	**0.80412371**
California	YRC1 5	Murrieta	Vista Murrieta High	CAHSEE	197	169	**0.85786802**
California	YRC1 6	San Bernardino	Apple Valley High	CAHSEE	327	241	**0.73700306**
California	YRC1 7	San Bernardino	Granite Hills High	CAHSEE	282	211	**0.74822695**
California	YRC1 8	Fillmore	Fillmore Senior High	CAHSEE	192	132	**0.6875**

Appendix C

Illinois Traditional Calendar High Schools

Illinois Traditional Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students -Percent LAL Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	186	55	**0.29569892**
Illinois	TCI2	Seneca	Seneca High School	PSAE	142	88	**0.61971831**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	297	171	**0.57575758**
Illinois	TCI4	East Richland	East Richland High School	PSAE	144	85	**0.59027778**

Illinois Traditional Calendar High Schools

2007-2008 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	186	54	**0.29032258**
Illinois	TCI2	Seneca	Seneca High School	PSAE	142	92	**0.64788732**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	297	174	**0.58585859**
Illinois	TCI4	East Richland	East Richland High School	PSAE	144	76	**0.52777778**

Illinois Traditional Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/ District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	10	0	**0**
Illinois	TCI2	Seneca	Seneca High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	50	8	**0.16**
Illinois	TCI4	East Richland	East Richland High School	PSAE	12	2	**0.16666667**

Illinois Traditional Calendar High Schools

2007-2008 Math Passing Rates

Students with Disabilities Population

State	Code	County/ District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	10	0	**0**
Illinois	TCI2	Seneca	Seneca High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	50	5	**0.1**
Illinois	TCI4	East Richland	East Richland High School	PSAE	12	0	**0**

Illinois Traditional Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI2	Seneca	Seneca High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI4	East Richland	East Richland High School	PSAE	N/A	N/A	**N/A**

Illinois Traditional Calendar High Schools

2007-2008 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	N/A	N/A	N/A
Illinois	TCI2	Seneca	Seneca High School	PSAE	N/A	N/A	N/A
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	N/A	N/A	N/A
Illinois	TCI4	East Richland	East Richland High School	PSAE	N/A	N/A	N/A

Illinois Traditional Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	107	27	**0.25233645**
Illinois	TCI2	Seneca	Seneca High School	PSAE	12	6	**0.5**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	84	22	**0.26190476**
Illinois	TCI4	East Richland	East Richland High School	PSAE	39	23	**0.58974359**

Illinois Traditional Calendar High Schools

2007-2008 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	107	25	**0.23364486**
Illinois	TCI2	Seneca	Seneca High School	PSAE	12	6	**0.5**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	84	27	**0.32142857**
Illinois	TCI4	East Richland	East Richland High School	PSAE	39	22	**0.56410256**

Illinois Traditional Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students – Percent LAL Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	173	66	**0.38150289**
Illinois	TCI2	Seneca	Seneca High School	PSAE	119	88	**0.7394958**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	273	171	**0.62637363**
Illinois	TCI4	East Richland	East Richland High School	PSAE	161	101	**0.62732919**

Illinois Traditional Calendar High Schools

2008-2009 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	173	46	**0.26589595**
Illinois	TCI2	Seneca	Seneca High School	PSAE	119	68	**0.57142857**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	273	157	**0.57509158**
Illinois	TCI4	East Richland	East Richland High School	PSAE	161	91	**0.56521739**

Illinois Traditional Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/ District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI2	Seneca	Seneca High School	PSAE	10	1	**0.1**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	44	4	**0.09090909**
Illinois	TCI4	East Richland	East Richland High School	PSAE	12	0	**0**

Illinois Traditional Calendar High Schools

2008-2009 Math Passing Rates

Students with Disabilities Population

State	Code	County/ District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI2	Seneca	Seneca High School	PSAE	10	2	**0.2**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	44	6	**0.13636364**
Illinois	TCI4	East Richland	East Richland High School	PSAE	12	1	**0.08333333**

Illinois Traditional Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI2	Seneca	Seneca High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI4	East Richland	East Richland High School	PSAE	N/A	N/A	**N/A**

Illinois Traditional Calendar High Schools

2008-2009 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI2	Seneca	Seneca High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI4	East Richland	East Richland High School	PSAE	N/A	N/A	**N/A**

Illinois Traditional Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	105	37	**0.35238095**
Illinois	TCI2	Seneca	Seneca High School	PSAE	15	9	**0.6**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	94	37	**0.39361702**
Illinois	TCI4	East Richland	East Richland High School	PSAE	45	20	**0.44444444**

Illinois Traditional Calendar High Schools

2008-2009 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	105	28	0.26666667
Illinois	TCI2	Seneca	Seneca High School	PSAE	15	4	3.75
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	94	30	0.31914894
Illinois	TCI4	East Richland	East Richland High School	PSAE	45	14	0.31111111

Illinois Traditional Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students – Percent LAL Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	250	85	**0.34**
Illinois	TCI2	Seneca	Seneca High School	PSAE	115	67	**0.5826087**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	288	180	**0.625**
Illinois	TCI4	East Richland	East Richland High School	PSAE	153	87	**0.56862745**

Illinois Traditional Calendar High Schools

2009-2010 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	250	71	**0.284**
Illinois	TCI2	Seneca	Seneca High School	PSAE	115	64	**0.55652174**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	288	169	**0.58680556**
Illinois	TCI4	East Richland	East Richland High School	PSAE	153	74	**0.48366013**

Illinois Traditional Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	23	2	**0.08695652**
Illinois	TCI2	Seneca	Seneca High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	31	2	**0.06451613**
Illinois	TCI4	East Richland	East Richland High School	PSAE	14	0	**0**

Illinois Traditional Calendar High Schools

2009-2010 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	23	1	**0.04347826**
Illinois	TCI2	Seneca	Seneca High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	31	3	**0.09677419**
Illinois	TCI4	East Richland	East Richland High School	PSAE	14	1	**0.07142857**

Illinois Traditional Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI2	Seneca	Seneca High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI4	East Richland	East Richland High School	PSAE	N/A	N/A	**N/A**

Illinois Traditional Calendar High Schools

2009-2010 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI2	Seneca	Seneca High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	N/A	N/A	**N/A**
Illinois	TCI4	East Richland	East Richland High School	PSAE	N/A	N/A	**N/A**

Illinois Traditional Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	162	48	**0.2962963**
Illinois	TCI2	Seneca	Seneca High School	PSAE	16	7	**0.4375**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	89	28	**0.31460674**
Illinois	TCI4	East Richland	East Richland High School	PSAE	46	22	**0.47826087**

Illinois Traditional Calendar High Schools

2009-2010 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Illinois	TCI1	Thornridge	Thornridge High School	PSAE	162	44	**0.27160494**
Illinois	TCI2	Seneca	Seneca High School	PSAE	16	9	**0.5625**
Illinois	TCI3	Bloomington	Bloomington High School	PSAE	89	26	**0.29213483**
Illinois	TCI4	East Richland	East Richland High School	PSAE	46	12	**0.26086957**

Appendix D

Illinois Year-Round Calendar High Schools

Illinois Year-Round Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students - Percent LAL Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	282	126	**0.44680851**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	116	64	**0.55172414**
Illinois	YRI3	Rock Island	United Township High School	PSAE	406	190	**0.4679803**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	108	54	**0.5**

Illinois Year-Round Calendar High Schools

2007-2008 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	282	43	0.15248227
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	116	56	0.48275862
Illinois	YRI3	Rock Island	United Township High School	PSAE	406	181	0.44581281
Illinois	YRI4	Sangamon	Riverton High School	PSAE	109	51	0.46788991

Illinois Year-Round Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	39	0	**0**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	10	2	**0.2**
Illinois	YRI3	Rock Island	United Township High School	PSAE	57	6	**0.10526316**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	25	7	**0.28**

Illinois Year-Round Calendar High Schools

2007-2008 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	39	0	**0**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	10	0	**0**
Illinois	YRI3	Rock Island	United Township High School	PSAE	57	4	**0.07017544**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	26	19	**0.73076923**

Illinois Year-Round Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI3	Rock Island	United Township High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	N/A	N/A	**N/A**

Illinois Year-Round Calendar High Schools

2007-2008 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	N/A	N/A	N/A
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	N/A	N/A	N/A
Illinois	YRI3	Rock Island	United Township High School	PSAE	N/A	N/A	N/A
Illinois	YRI4	Sangamon	Riverton High School	PSAE	N/A	N/A	N/A

Illinois Year-Round Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	121	22	**0.18181818**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	15	9	**0.6**
Illinois	YRI3	Rock Island	United Township High School	PSAE	139	39	**0.28057554**
Illinois	YRI 4	Sangam on	Riverton High School	PSAE	16	6	**0.375**

Illinois Year-Round Calendar High Schools

2007-2008 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	121	28	**0.23140496**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	15	5	**0.33333333**
Illinois	YRI3	Rock Island	United Township High School	PSAE	139	36	**0.25899281**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	17	4	**0.23529412**

Illinois Year-Round Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students – Percent LAL Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	277	150	**0.54151625**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	136	80	**0.58823529**
Illinois	YRI3	Rock Island	United Township High School	PSAE	355	190	**0.53521127**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	118	62	**0.52542373**

Illinois Year-Round Calendar High Schools

2008-2009 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	277	46	**0.16606498**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	137	77	**0.5620438**
Illinois	YRI3	Rock Island	United Township High School	PSAE	355	143	**0.4028169**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	118	64	**0.54237288**

Illinois Year-Round Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	27	3	**0.11111111**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	11	1	**0.09090909**
Illinois	YRI3	Rock Island	United Township High School	PSAE	46	5	**0.10869565**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	20	2	**0.1**

Illinois Year-Round Calendar High Schools

2008-2009 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	21	1	0.04761905
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	12	0	0
Illinois	YRI3	Rock Island	United Township High School	PSAE	46	1	0.02173913
Illinois	YRI4	Sangamon	Riverton High School	PSAE	20	15	0.75

Illinois Year-Round Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	11	0	**0**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI3	Rock Island	United Township High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	N/A	N/A	**N/A**

Illinois Year-Round Calendar High Schools

2008-2009 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	11	1	0.09090909
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	N/A	N/A	N/A
Illinois	YRI3	Rock Island	United Township High School	PSAE	N/A	N/A	N/A
Illinois	YRI4	Sangamon	Riverton High School	PSAE	N/A	N/A	N/A

Illinois Year-Round Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	**Economically disadvantaged students - Percent LAL Passing**
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	113	31	**0.27433628**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	25	12	**0.48**
Illinois	YRI3	Rock Island	United Township High School	PSAE	147	49	**0.33333333**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	26	10	**0.38461538**

Illinois Year-Round Calendar High Schools

2008-2009 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	113	34	**0.30088496**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	25	7	**0.28**
Illinois	YRI3	Rock Island	United Townshi p High School	PSAE	147	50	**0.34013605**
Illinois	YRI4	Sangamo n	Riverton High School	PSAE	26	10	**0.38461538**

Illinois Year-Round Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students – Percent LAL Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	335	124	**0.37014925**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	111	57	**0.51351351**
Illinois	YRI3	Rock Island	United Township High School	PSAE	359	159	**0.44289694**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	107	57	**0.53271028**

Illinois Year-Round Calendar High Schools

2009-2010 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	335	108	**0.32238806**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	111	61	**0.54954955**
Illinois	YRI3	Rock Island	United Township High School	PSAE	359	155	**0.43175487**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	107	59	**0.55140187**

Illinois Year-Round Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	60	2	**0.03333333**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI3	Rock Island	United Township High School	PSAE	46	5	**0.10869565**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	14	3	**0.21428571**

Illinois Year-Round Calendar High Schools

2009-2010 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	60	3	**0.05**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI3	Rock Island	United Township High School	PSAE	46	3	**0.06521739**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	14	0	**0**

Illinois Year-Round Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI3	Rock Island	United Township High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	N/A	N/A	**N/A**

Illinois Year-Round Calendar High Schools

2009-2010 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI3	Rock Island	United Township High School	PSAE	N/A	N/A	**N/A**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	N/A	N/A	**N/A**

Illinois Year-Round Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	88	60	**0.68181818**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	41	33	**0.80487805**
Illinois	YRI3	Rock Island	United Township High School	PSAE	760	499	**0.65657895**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	720	524	**0.72777778**

Illinois Year-Round Calendar High Schools

2009-2010 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Illinois	YRI1	Rock Island	Rock Island High School	PSAE	86	55	**0.63953488**
Illinois	YRI2	Rock Island	Sherrard High School	PSAE	35	27	**0.77142857**
Illinois	YRI3	Rock Island	United Township High School	PSAE	760	504	**0.66315789**
Illinois	YRI4	Sangamon	Riverton High School	PSAE	719	540	**0.75104312**

Appendix E

Texas Traditional Calendar High Schools

Texas Traditional Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students - Percent LAL Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	342	296	0.86549708
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	726	635	0.87465565
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	494	427	0.86437247
Texas	TCT4	Katy	Morton Ranch High School	TAKS	688	271	0.39389535

Texas Traditional Calendar High Schools

2007-2008 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	333	158	**0.47447447**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	710	503	**0.7084507**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	480	312	**0.65**
Texas	TCT4	Katy	Morton Ranch High School	TAKS	677	479	**0.70753323**

Texas Traditional Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	21	5	**0.23809524**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	58	29	**0.5**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	18	8	**2.25**
Texas	TCT4	Katy	Morton Ranch H.S.	TAKS	29	13	**0.44827586**

Texas Traditional Calendar High Schools

2007-2008 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	20	2	**0.1**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	50	9	**0.18**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	16	2	**0.125**
Texas	TCT4	Katy	Morton Ranch H.S.	TAKS	23	8	**0.34782609**

Texas Traditional Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	9	5	0.55555556
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	71	26	0.36619718
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	68	34	0.5
Texas	TCT4	Katy	Morton Ranch H.S.	TAKS	42	27	0.64285714

Texas Traditional Calendar High Schools

2007-2008 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	10	1	**0.1**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	65	20	**0.30769231**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	64	15	**0.234375**
Texas	TCT4	Katy	Morton Ranch High School	TAKS	40	17	**0.425**

Texas Traditional Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
Texas	TCT 1	Alice ISD	Alice High School	TAKS	165	139	**0.84242424**
Texas	TCT 2	Brownsville ISD	Hanna High School	TAKS	632	548	**0.86708861**
Texas	TCT 3	McAllen ISD	Rowe High School	TAKS	300	251	**0.83666667**
Texas	TCT 4	Katy	Morton Ranch High School	TAKS	258	232	**0.89922481**

Texas Traditional Calendar High Schools

2007-2008 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	157	61	**0.38853503**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	618	433	**0.70064725**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	287	174	**0.60627178**
Texas	TCT4	Katy	Morton Ranch High School	TAKS	252	168	**0.66666667**

Texas Traditional Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students – Percent LAL Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	256	217	**0.84765625**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	639	593	**0.92801252**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	438	395	**0.90182648**
Texas	TCT4	Katy	Morton Ranch High School	TAKS	693	634	**0.91486291**

Texas Traditional Calendar High Schools

2008-2009 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	250	161	**0.644**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	624	474	**0.75961538**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	426	290	**0.68075117**
Texas	TCT4	Katy	Morton Ranch High School	TAKS	684	520	**0.76023392**

Texas Traditional Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	19	1	**0.05263158**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	22	16	**0.72727273**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	15	9	**0.6**
Texas	TCT4	Katy	Morton Ranch High School	TAKS	22	12	**0.54545455**

Texas Traditional Calendar High Schools

2008-2009 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	14	1	**0.07142857**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	16	5	**0.3125**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	12	3	**0.25**
Texas	TCT4	Katy	Morton Ranch High School	TAKS	17	8	**0.47058824**

Texas Traditional Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	11	3	**0.27272727**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	29	17	**0.5862069**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	56	32	**0.57142857**
Texas	TCT4	Katy	Morton Ranch High School	TAKS	28	19	**0.67857143**

Texas Traditional Calendar High Schools

2008-2009 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	11	2	**0.18181818**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	30	15	**0.5**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	54	23	**0.42592593**
Texas	TCT4	Katy	Morton Ranch High School	TAKS	27	11	**0.40740741**

Texas Traditional Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	144	114	**0.7916667**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	568	527	**0.9278169**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	206	180	**0.8737864**
Texas	TCT4	Katy	Morton Ranch High School	TAKS	268	240	**0.8955224**

Texas Traditional Calendar High Schools

2008-2009 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Texas	TCT 1	Alice ISD	Alice High School	TAKS	140	75	**0.53571429**
Texas	TCT 2	Brownsville ISD	Hanna High School	TAKS	555	415	**0.74774775**
Texas	TCT 3	McAllen ISD	Rowe High School	TAKS	200	121	**0.605**
Texas	TCT 4	Katy	Morton Ranch High School	TAKS	260	182	**0.7**

Texas Traditional Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students – Percent LAL Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	233	210	**0.90128755**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	672	624	**0.92857143**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	412	372	**0.90291262**
Texas	TCT4	La Joya ISD	La Joya Senior High School	TAKS	414	362	**0.87439614**

Texas Traditional Calendar High Schools

2009-2010 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	226	174	**0.7699115**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	666	497	**0.74624625**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	394	287	**0.7284264**
Texas	TCT4	La Joya ISD	La Joya Senior High School	TAKS	404	280	**0.69306931**

Texas Traditional Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	10	1	**0.1**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	32	23	**0.71875**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	18	7	**0.38888889**
Texas	TCT4	La Joya ISD	La Joya Senior High School	TAKS	15	7	**0.46666667**

Texas Traditional Calendar High Schools

2009-2010 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	9	2	**0.22222222**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	29	11	**0.37931034**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	17	3	**0.17647059**
Texas	TCT4	La Joya ISD	La Joya Senior High School	TAKS	12	2	**0.16666667**

Texas Traditional Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	4	N/A	N/A
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	33	14	0.42424242
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	38	20	0.52631579
Texas	TCT4	La Joya ISD	La Joya Senior High School	TAKS	43	16	0.37209302

Texas Traditional Calendar High Schools

2009-2010 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	4	N/A	N/A
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	32	7	0.21875
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	33	9	0.27272727
Texas	TCT4	La Joya ISD	La Joya Senior High School	TAKS	34	12	0.35294118

Texas Traditional Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	128	111	**0.8671875**
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	605	562	**0.92892562**
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	218	194	**0.88990826**
Texas	TCT4	La Joya ISD	La Joya Senior High School	TAKS	393	342	**0.87022901**

Texas Traditional Calendar High Schools

2009-2010 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/ District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Texas	TCT1	Alice ISD	Alice High School	TAKS	122	87	0.71311475
Texas	TCT2	Brownsville ISD	Hanna High School	TAKS	601	446	0.74209651
Texas	TCT3	McAllen ISD	Rowe High School	TAKS	206	141	0.68446602
Texas	TCT4	La Joya ISD	La Joya Senior High School	TAKS	383	268	0.6997389

Appendix F

Texas Year-Round Calendar High Schools

Texas Year-Round Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students -Percent LAL Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	668	610	**0.91317365**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	702	620	**0.88319088**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	712	621	**0.87219101**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	669	578	**0.86397608**

Texas Year-Round Calendar High Schools

2007-2008 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	660	372	**0.56363636**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	691	426	**0.61649783**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	713	400	**0.56100982**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	656	409	**0.62347561**

Texas Year-Round Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	45	19	**0.42222222**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	66	33	**0.5**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	47	11	**0.23404255**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	30	10	**0.33333333**

Texas Year-Round Calendar High Schools

2007-2008 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	43	7	**0.1627907**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	64	19	**0.296875**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	45	5	**0.11111111**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	28	2	**0.07142857**

Texas Year-Round Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	41	22	**0.53658537**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	57	21	**0.36842105**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	39	19	**0.48717949**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	84	48	**0.57142857**

Texas Year-Round Calendar High Schools

2007-2008 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	40	6	0.15
Texas	YRT2	Socorro ISD	Americas High School	TAKS	56	14	0.25
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	43	6	0.1395488
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	79	35	0.44303797

Texas Year-Round Calendar High Schools

2007-2008 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	362	319	**0.88121547**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	426	358	**0.84037559**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	473	403	**0.85200846**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	568	487	**0.85739437**

Texas Year-Round Calendar High Schools

2007-2008 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	357	192	**0.53781513**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	417	240	**0.57553957**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	472	253	**0.53601695**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	552	331	**0.59963768**

Texas Year-Round Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students – Percent LAL Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	594	529	0.89057239
Texas	YRT2	Socorro ISD	Americas High School	TAKS	700	600	0.85714286
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	776	636	0.81958763
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	577	502	0.87001733

Texas Year-Round Calendar High Schools

2008-2009 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	583	360	**0.61749571**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	703	412	**0.58605974**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	759	411	**0.54150198**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	568	436	**0.76760563**

Texas Year-Round Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	41	19	**0.46341463**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	38	12	**0.31578947**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	49	13	**0.26530612**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	15	6	**0.4**

Texas Year-Round Calendar High Schools

2008-2009 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	40	5	**0.125**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	36	3	**0.08333333**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	47	1	**0.0212766**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	10	4	**0.4**

Texas Year-Round Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	17	6	**0.35294118**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	49	14	**0.28571429**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	42	14	**0.33333333**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	36	12	**0.33333333**

Texas Year-Round Calendar High Schools

2008-2009 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	17	4	**0.23529412**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	50	15	**0.3**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	42	6	**0.14285714**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	34	10	**0.29411765**

Texas Year-Round Calendar High Schools

2008-2009 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	326	270	**0.82822086**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	444	362	**0.81531532**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	555	447	**0.80540541**
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	491	424	**0.86354379**

Texas Year-Round Calendar High Schools

2008-2009 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	320	181	0.565625
Texas	YRT2	Socorro ISD	Americas High School	TAKS	446	244	0.5470852
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	547	278	0.50822669
Texas	YRT4	Socorro ISD	Socorro High School	TAKS	482	371	0.76970954

Texas Year-Round Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students – LAL Total Tested	All Students – LAL Passing	All Students – Percent LAL Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	611	575	**0.9410802**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	625	557	**0.8912**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	808	715	**0.88490099**
Texas	YRT4	Katy	Morton Ranch High School	TAKS	671	614	**0.91505216**

Texas Year-Round Calendar High Schools

2009-2010 Math Passing Rates

Total Student Population

State	Code	County/District	Name Of High School	State Assessment	All Students - Math Total Tested	All Students - Math Passing	All Students - Percent Math Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	603	437	**0.72470978**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	616	432	**0.7012987**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	800	491	**0.61375**
Texas	YRT4	Katy	Morton Ranch High School	TAKS	661	514	**0.77760968**

Texas Year-Round Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - LAL Total Tested	Students with Disabilities - LAL Passing	Students with Disabilities - Percent LAL Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	42	26	**0.61904762**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	35	19	**0.54285714**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	51	19	**0.37254902**
Texas	YRT4	Katy	Morton Ranch High School	TAKS	27	17	**0.62962963**

Texas Year-Round Calendar High Schools

2009-2010 Math Passing Rates

Students with Disabilities Population

State	Code	County/District	Name Of High School	State Assessment	Students with Disabilities - Math Total Tested	Students with Disabilities - Math Passing	Students with Disabilities - Percent Math Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	42	8	**0.19047619**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	30	12	**0.4**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	50	4	**0.08**
Texas	YRT4	Katy	Morton Ranch High School	TAKS	22	6	**0.27272727**

Texas Year-Round Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – LAL Total Tested	Limited English proficient students – LAL Passing	Limited English proficient students – Percent LAL Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	28	16	**0.57142857**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	48	17	**0.35416667**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	24	9	**0.375**
Texas	YRT4	Katy	Morton Ranch High School	TAKS	40	23	**0.575**

Texas Year-Round Calendar High Schools

2009-2010 Math Passing Rates

Students with Limited English Proficiency Population

State	Code	County/District	Name Of High School	State Assessment	Limited English proficient students – Math Total Tested	Limited English proficient students – Math Passing	Limited English proficient students – Percent Math Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	29	9	**0.31034483**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	46	16	**0.34782609**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	23	7	**0.30434783**
Texas	YRT4	Katy	Morton Ranch High School	TAKS	42	14	**0.33333333**

Texas Year-Round Calendar High Schools

2009-2010 Language Arts Literacy Passing Rates

Economically Disadvantaged Students Population

State	Code	County/District	Name Of High School	State Assessment	Economically disadvantaged students - LAL Total Tested	Economically disadvantaged students - LAL Passing	Economically disadvantaged students - Percent LAL Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	734	486	**0.66212534**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	279	216	**0.77419355**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	451	300	**0.66518847**
Texas	YRT4	Katy	Morton Ranch High School	TAKS	516	330	**0.63953488**

Texas Year-Round Calendar High Schools

2009-2010 Math Passing Rates

Economically Disadvantaged Students Population

State	Code	County/District	Name Of High School	State Assessment	Economically disadvantaged students - Math Total Tested	Economically disadvantaged students - Math Passing	Economically disadvantaged students - Percent Math Passing
Texas	YRT1	El Paso ISD	Montwood High School	TAKS	726	524	**0.72176309**
Texas	YRT2	Socorro ISD	Americas High School	TAKS	278	221	**0.79496403**
Texas	YRT3	Socorro ISD	El Dorado High School	TAKS	460	295	**0.64130435**
Texas	YRT4	Katy	Morton Ranch High School	TAKS	520	392	**0.75384615**