

Focus on Learning
Self-Study Report
2014-2015

Chapter III



Student/Community Profile
*Overall Summary from Analysis of
Profile Data and Progress*

Chapter III
Student/Community Profile
Overall Summary from Analysis of Profile Data

Data Implications

Strengths

- Since 2009, El Camino has met its API growth target for four of the past five years 2009 – 774, 2010 – 801, 2011 – 801, 2012- 802, 2013 – 782
- According to our API, El Camino has narrowed the achievement gap for English Language Learners and African-American students over the last three years
- CST ELA scores have increased for grade 9 over the last three years from 65-70%
- El Camino has met its AYP targets in math and English for the last six years
- El Camino has consistently met its AYP targets for the following subgroups: Hispanic/Latino, 2 or more races, socioeconomically disadvantaged and English Learners
- Since 2011, Advanced and Proficient scores on the CST Physics test have jumped from 51% to 70%
- Life Science CST scores have grown moderately from 64 % Proficient and Advanced to 66%.
- Over the last three years, we eliminated our Integrated Science course and introduced Earth Science; students have performed better on the CST Earth Science thus far
- El Camino has diminished its suspension rates by half since 2009 and expulsions by a third
- Hispanics and Latinos (other than Mexican American) made significant gains over three years on the Critical Reading, Mathematics and Writing sections on the SAT
- In 2013, ECHS increased the number of African-American students taking the SAT
- The number of students enrolled in AP since 2009 has more than doubled (from 184-365) school year in English, Modern World History, United States History and Government

El Camino High School – WASC Focus on Learning Report 2015

- Over the last three years, first-time pass rates on the CAHSEE in the English Learner population have increased in both Math (38% in 2011 to 63% in 2013) and English (42% in 2011 – 55% in 2013)
- Over the last three years, first-time pass rate on the CAHSEE in the Special Education population have increased in both Math (22% in 2011 to 31% in 2013) and English (25% in 2011 to 30% in 2013)
- In the 2013 school year the number of D's and F's in math has dropped dramatically in comparison to the previous four year trend

Growth Areas

- For the last 3 years, CST scores in ELA have dropped for both grade 10 and grade 11
- Over the course of grades 9, 10, and 11, ELA scores tend to drop (ex. Class of 2014 fell from 65% Advanced or Proficient in grade 9, to 54% in grade 10 and 50% in grade 11)
- Over the last three years, Advanced and Proficient scores on the CST Algebra, Geometry and Algebra II tests have significantly declined
- Male students continue to outperform female students on the Mathematics portion of the SAT
- Specifically, the Below Basic scores and Far Below Basic scores in math are not improving
- Over the last three years, Advanced and Proficient scores on the CST World History have declined moderately and US History tests has declined 15%; though the number of Below Basic and Far Below Basic students is improving
- Over the last three years, little growth was seen in the Advanced and Proficient CST scores in Biology and Chemistry.
- The percentage of students scoring three or higher on AP exams have greatly diminished, with a general decline in English, Biology, US History, Calculus and Government in 2013
- No growth was seen over the last three years in the API scores of Special Education, Socioeconomically disadvantaged, Hispanic and Filipino populations
- Hispanic/Latino and Pacific Islander students have lower numbers of students meeting UC/CSU eligibility compared to their peers.

El Camino High School – WASC Focus on Learning Report 2015

- The suspension rate of the Hispanic and African-American populations is significantly higher than other subgroups

Critical Learner Needs

Critical Learner Need 1

To increase the support for the learning needs of all students, especially under-performing students, specifically those in our Special Education and ELD programs. (to be based in measurable growth outcomes such as grades, graduation rates, CAHSEE pass rates, behavior records, site-level testing etc)

Critical Learner Need 2

To prepare students for success in a global society by fostering 21st Century skills, creating self-directed and critical thinkers and growing a rigorous academic curricula for all students. (with a balance of both academic and technical post- high school readiness).

Important Questions Raised

- What supports do we need to implement to help all of our students to rise to their highest academic potential at ALL levels, including high-achieving and underperforming populations?
- The data indicates that both our EL and Special Education populations continue to struggle with multiple progress measures, including standardized testing but also grades and graduation rates. What additional strategies and structures need to be put in place in order to increase their academic performance and ready them for post-graduate work and study?
- With our currently limited access to technology, how can we better modify our instructional practices and update our curriculum to meet the changing needs of 21st Century learners and prepare them for success in a global society?