

**Chapter I: Student and Community Profile:
Data and Programs**

Demographic Data

School and Community Description

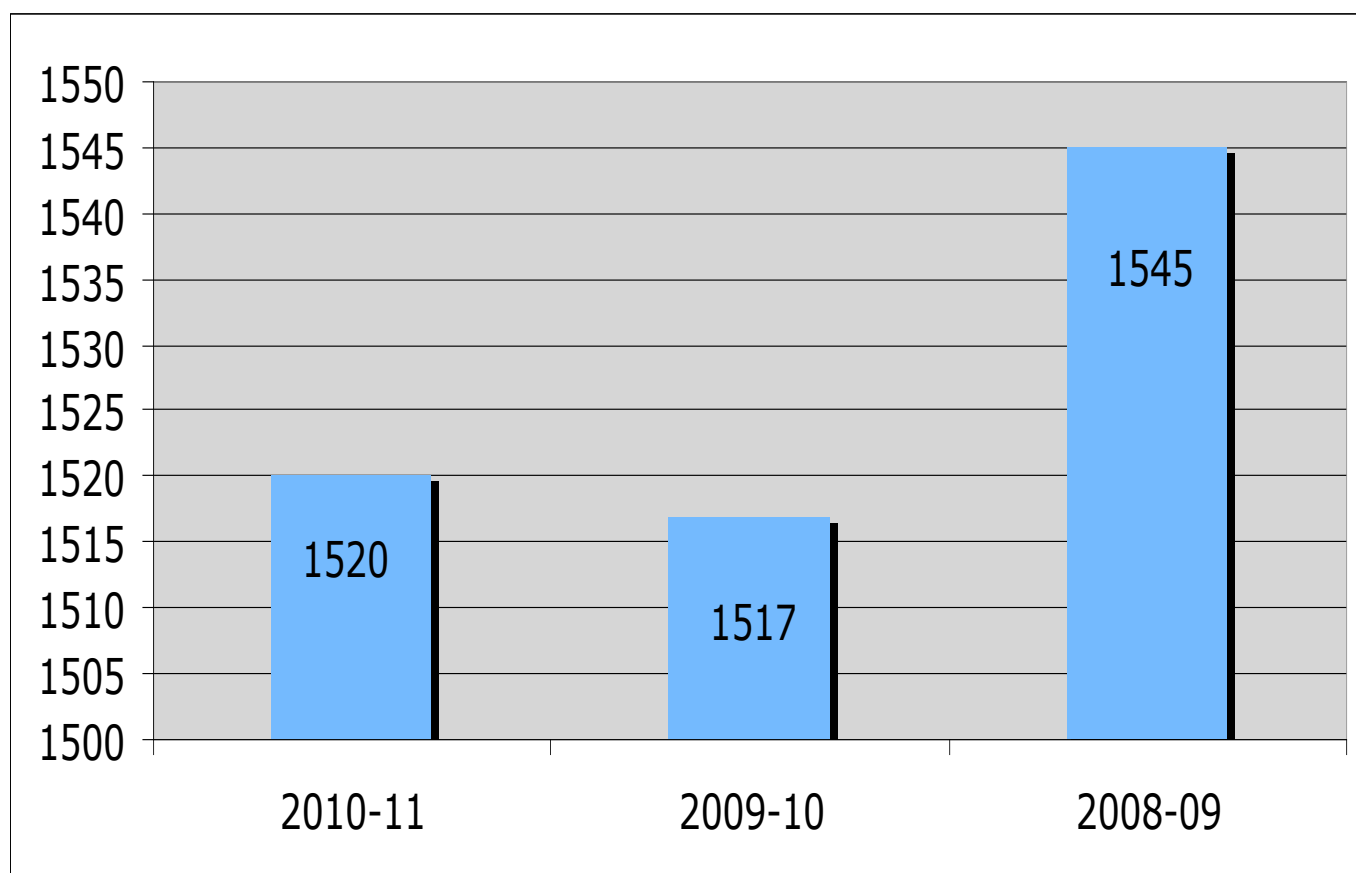
South San Francisco High is located in the city of South San Francisco, the population of which has grown from 3,632 in 1920 to 63,632 in 2010. According to the 2010 census, the ethnic breakout is 34% Hispanic or Latino, 37.3% White, 36.6% Asian, 2.6% African American, 1.7% Hawaiian/Other Pacific Islander and 6.2% of the population identifies themselves as being of two or more races. The average per capita income is at \$31,325, with 6.6% of individuals living in poverty. Of its population ages 25 and over, 22.9% are high school graduates, 24.2% hold Bachelor's degrees and 8.1% hold Graduate or Professional degrees. In terms of employment, 34.9% of the population is in management, professional or related fields, 15.4% in service industries, 31.9% in sales and office, 7.2% in construction and 10.1% in production, transportation and material moving. Of the city's population, 5.9% is self-employed. The industries that employ the highest percent of South San Francisco residents are the following sectors: Education services, health care, social assistance, and retail trade. The city's housing consists of single-family homes, condominiums, apartments, duplexes and mobile homes.

South San Francisco Unified School District serves a diverse community through nine Elementary Schools, three Middle Schools, and three High Schools. The nine elementary school are scattered throughout the city, serving a particular geographic area. Each elementary school offers a variety of programs like tutorial centers and on-site homework centers. The middle school level, which ranges from grades 6- 8, features interdisciplinary and team teaching to better serve their student population. At the middle school level exploratory enrichment, elective classes with labs, and shop classes are offered. The three high schools include a continuation school that also serves as an adult education campus.

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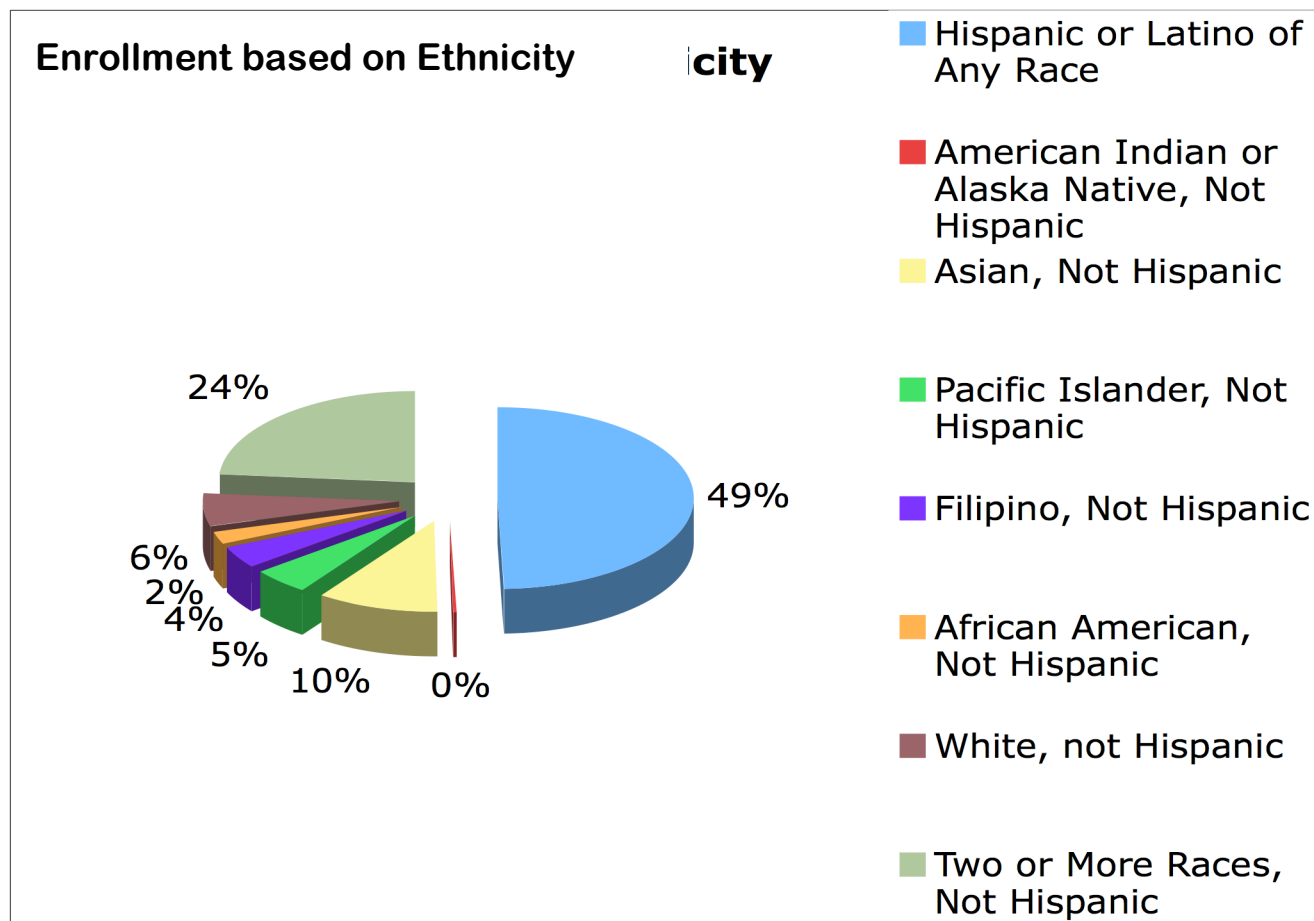
South San Francisco High School offers a comprehensive curriculum that reflects the District curriculum guidelines and is aligned with state standards. Advanced Placement and Honors courses are offered. A strong elective program supports the core curriculum. Several programs are designed to expose students to different job fields and further enhance the academic program. In addition, the district participates with San Mateo County to offer work experience classes, Regional occupational Program, and concurrent enrollment program through our local community college.

School Enrollment



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Based on Data Quest information, South San Francisco High School continues to serve a diverse student population. Of our total population of 1520 students, the following represents our ethnic breakdown:



Grade Level Enrollment by Ethnicity					
	9	10	11	12	Total
Hispanic or Latino of Any Race	214	178	193	145	730
American Indian or Alaska Native	1	0	2	0	3
Asian	43	40	50	38	171
Pacific Islander	21	16	17	7	61
Filipino	17	10	13	15	55
African American	10	11	9	7	37
White	25	23	31	29	108
Two or More Races	102	96	84	73	355
Total	433	374	399	314	1520

Number and Percent of Socio-economically Disadvantaged Students		
Year	Number	Percent
2010-11	722	47.5
2009-10	662	42.8
2008-09	631	41.5

The number of socio-economically disadvantaged students has increased by 6% over the last three years. Currently, 43% of students have qualified for free or reduced lunch, a process which entails submitting an application.

Number of students on free or reduced lunch			
Year	Number	Total Enrollment	Percent
2010-11	656	1520	43.0

South San Francisco's English Learners population has increased from 10.8% in the 2008-09 school year to 17.6% in the 2009-10 school year. The overall average percentage for Fluent-English Proficient has stayed within the 40% range for the last three years of data shown above. Redesignated students have dropped from 23% in 2007 to .05% in 2009-10.

Language Proficiency 2008-2010				
School Year	Enrollment	English Learners	Fluent-English-Proficient (FEP) Students	Students Redesignated FEP
2009-10	1517	267 (17.6 %)	628 (41.4 %)	1 (.05 %)
2008-09	1545	217 (14.0 %)	682 (44.1 %)	0 (0.0 %)
2007-08	1570	170 (10.8 %)	768 (48.9 %)	31 (23.0 %)

2010-2011 Special Education Population	
Subject	Total Number of Students
Academic Instruction	74
Academic Support	61
Life Skills	28
504 plans	15
Speech Services	49
Total Number of students receiving Special Education services	170
Percentage of population receiving special education services	11%

The 170 students in Special Education programs represent 11% of our total population. The programs offered at SSFHS are Academic Support (formerly RSP), Academic Instruction (Formerly SDC), and life skills classes. There are nine Special Education teachers, a speech therapist, a school Psychologist, and sixteen adult aides on campus. A team consists of parents, teachers, administrators, and other support personnel who meet to discuss and analyze data and consider various placement options to determine what is the best for that individual. The Individual Education Plan (IEP) team then develops goals specific for each student based on his or her current needs and level of performance, as well as a transition plan for those students sixteen and older.

Placement decisions are made in accordance with the Least Restrictive Environment provisions of the Individual with Disabilities Education Act (IDEA) to ensure that:

1. Students with disabilities are included in classes with the general education population.
2. Removal from the general education setting only occurs if the severity of the disability is such that classes in the general education setting are not appropriate.

Placement in Academic Instruction (SDC) is limited to Special Education students who need small group instruction and have not achieved the maximum level of success in a general education setting with supplemental assistance and services. The majority of the Special Education students attend general

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education classes. General Education and Special Education teachers collaborate in order to accommodate the needs of the Special Education student. Instructional aides have been placed in general education classes to assist the general education teacher with students who have special needs.

Staff

South San Francisco High School's certificated staff is comprised of 67 certificated members, including four administrators, and 47 classified staff who provide clerical, custodial, security, and instructional assistance support. The teaching staff does not reflect the same diversity as our student populations. South San Francisco High School's certificated staff is comprised of 67 certificated members, including 4 administrators and 5.5 counselors, and 47 classified staff who provide clerical, custodial, security, and instructional support. South San Francisco High School's faculty is a highly qualified teaching staff.

Racial/Ethnic Designation of Certificated Staff									
Year	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Multiple or No responses	Total
2010-11	0	5	1	3	1	2	55	0	67
2009-10	1	5	2	1	8	2	50	0	70
2008-09	1	6	2	2	8	0	49	3	71

**Information pulled from data quest*

Student Outcome Data

South San Francisco High School's student outcome data reflects areas of success and challenge for the school. The data was central to the development of South City's three critical academic needs which include an ongoing focus on increasing the achievement of all students while paying closer attention to underserved student populations. The critical academic needs will be addressed in Chapter Three of this report.

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South San Francisco Unified School District Graduation Requirements	
Subject Area Requirements	Credits
English	40
Math	20
Social Studies	30
Social Science	20
Physical Education	20
Health/Careers	5
Fine Art or Foreign Language	10
Elective Credits	75
Total:	220
Additional Graduation Requirements: CAHSEE Math and English	

Graduation Rate		
	Number of Seniors	Percent of Seniors
2007-08	323	89.5
2008-09	263	93.1
2009-10	304	94.4

South San Francisco's graduation rate continued to increase over the last three years, though the total number of students in the senior class fluctuated over that time. In the 2008 school year 89.5% of the seniors graduated, a figure that jumped 3.6% the following year. In the 2009-2010 school year 94.4% of seniors graduated, a 4.9% jump from the 2008 school year. This information was derived from Data Quest.

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Graduates Meeting UC and or CSU Entrance Requirements										
	Total Enrolled	African American	American Indian/Alaskan Native	Asian	Hispanic	Pacific Islander	Filipino	White	Mult. Responses	Total Graduates
2009-10	337	3/9 33%	N/A N/A	26/42 62%	25/138 18%	3/8 37.5%	1/5 20%	17/29 58%	38/79 52%	113/304 37%
2008-09	324	10 N/a	1 N/A	51 N/A	95 N/A	10 N/A	62 N/A	34 N/A	0 N/A	263 N/A
2007-08	363	2/10 N/A	0/2 0%	34/45 75%	32/121 26%	19/53 35%	42/76 55	19/53 35%	0/0 0%	134/323 41%

Note: Percentage shown reflects the number of students from each subgroup that fulfilled the UC/CSU requirements. For example, in 2009-2010, 62% of Asian graduates (or roughly 26 out of 42 Asian graduates) fulfilled the UC/CSU requirements.

Overall, for the two years for which we have data, roughly a third of the school has met the UC/CSU requirements, although for 2008-2009 no data was available. The 2007-2008 percent for UC/CSU was at 41% declined to 37% in 2009-2010 school year. The current state average is 36.3%; thus, in the two years for which we have data available we were slightly above the state average.

Among the school's ethnic subgroups, Hispanics/Latino and the Filipino population have the fewest number of graduates meeting the UC/CSU requirements, while Asian, White, and Multiple Response subgroups produce the most. The data might be skewed due to the number of students that reported multiple ethnicities or gave no response at all.

The number of students who graduated in 2004-2005 and entered a UC or CSU school totaled 113 (27.7% of a graduating class of 324). Of that group, 37% were Filipinos, 22% Asians, 23% Whites, 14% Hispanics, 2% African American and 2% Pacific Islanders.

Senior Graduation Survey			
	2009	2010	2011
Military	.5%	1%	3%
Community College	64%	64%	57%
Technical School	5%	4%	4%
Work Force	2%	6%	1%
UC/CSU	22%	18%	29%
Other	7%	8%	6%
Total Seniors	287	310	274
Total Percentage of Responding Graduates	91%	92%	88%

Our College and Career Center representative gives all graduating seniors the opportunity to self-report their post-high school plans. The variances in the above Senior Graduation Survey information should be looked at as reflective of student perceptions of their post-graduation plans. The data was not reported in a consistent fashion from year to year. For instance, in some years students were directed to select as many possible paths as might apply, in other years, not.

2010-11 Grade Distribution					
	A	B	C	D	F
English 1	117 28%	99 23%	72 17%	64 15%	70 17%
English 2	54 5%	77 21%	85 24%	53 15%	89 25%
English 3	43 13%	93 25%	94 26%	72 20%	58 16%
Algebra	31 7%	64 14%	105 23%	100 22%	156 34%
Geometry	24 8%	87 29%	94 31%	66 21%	32 11%
Biology	94 15%	141 23%	138 23%	86 15%	141 23%

The table above demonstrates the grade distribution of the 2010-2011 school year general education, honors and special education classes. English One had the highest percentage of students that received

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 an “A,” 28%. Three courses (English 2, Algebra, and Biology) had at least 20% of the enrolled students receiving a failing grade.

Suspension and Expulsion Rate						
	School			District		
School Year	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Number of Suspensions	237	223	246	1497	1237	1136
Percent Suspensions	15.3	14.7	16.1	16.01	13.27	12.2
Number of Expulsions	34	22	20	72	53	71
Percent Expulsions	2.2	1.4	1.3	0.77	0.57	0.76

**District data was derived from Data Quest*

The table above reports the number of suspensions and expulsions, which are then broken down to the percent of students suspended and percent of students expelled. The rate of suspension and expulsions is the total number of incidents divided by the school’s total enrollment as reported from Data Quest.

STATE ACCOUNTABILITY: Academic Performance Index (API)

API Growth by Subgroup for 2008-2011

South San Francisco has experienced growth in six out of seven subgroups over the past four years (Asian, Filipino, Hispanic/Latino, SED, English Learners, and White). Asian, Filipino, and White subgroups scored the highest API; the White subgroup, though it has declined 6 points from 2008 to 2011, still maintains an overall score of 811. The English Learners subgroup has been making consistent improvement in its API over the last four years, but fell short of the 2010 baseline of 780 points in 2011. From 2009 to 2011 the Students with Disabilities subgroup has been trending down and falls behind all subgroups according to API for the last three years. Lastly, a significant API gap for Hispanics (of 163 points) and for the SED population (of 162 points) exists between these groups and the highest performing ethnic group, which is Asian (898 points).

Academic Performance Index Growth

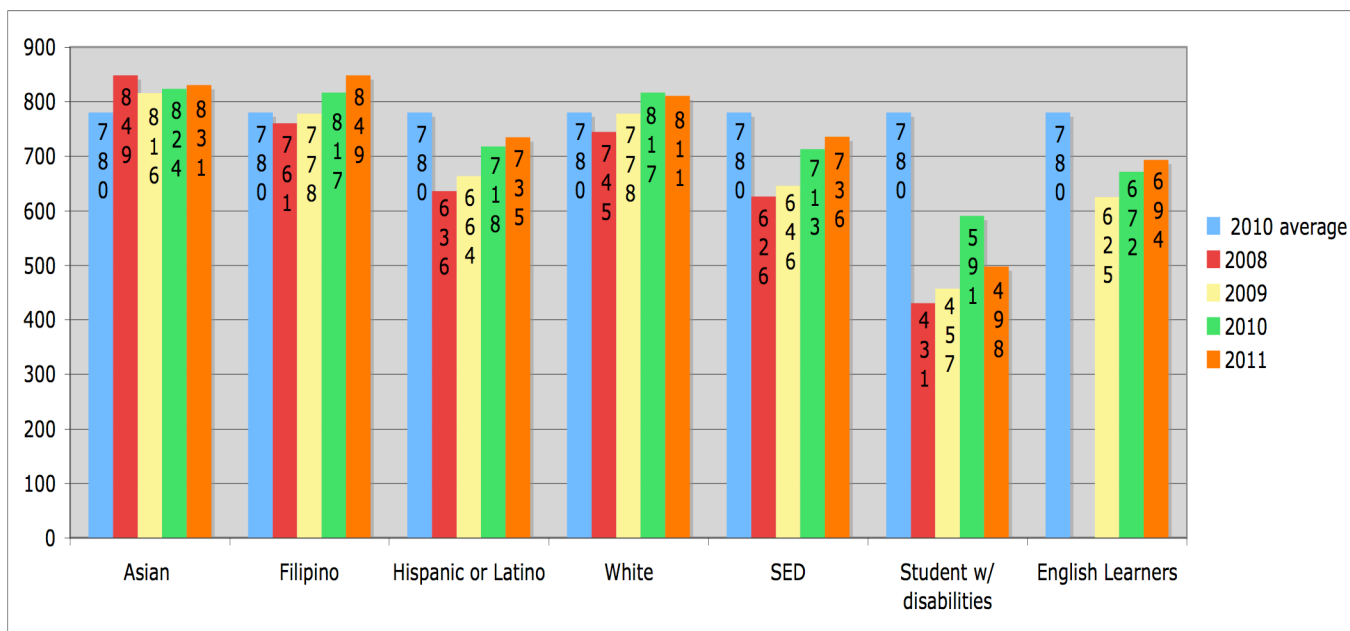
	Number of Students	API	Statewide Rank	Similar School Rank	Growth Target	Actual Growth
2007	1062	718	6	9	5	n/a
2008	1102	698	5	6	5	20
2009	1078	722	6	5	5	24
2010	1063	764	7	9	5	42
2011	1067	785	7	9	5	21

Academic Performance Index Growth: Subgroups 2007-2010

	2007	2008	2009	2010
Schoolwide				
Asian	849	816	824	831
Filipino	785	761	778	817
Hispanic or Latino	658	636	664	718
White	751	745	778	817
SED	649	626	646	713
EL	N/A	N/A	625	672
Student W/Disabilities	474	431	457	591

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Academic Performance Index Growth: Subgroups 2007-2010



Federal Accountability: Adequate Yearly Progress

	Made AYP	Met AYP Criteria: Participation Rate (ELA)	Met AYP Criteria: Percent Proficient (ELA)	Met AYP Criteria: Participation Rate (Math)	Met AYP Criteria: Percent Proficient (Math)
2008	NO	Yes	NO	Yes	YES
2009	NO	Yes	NO	Yes	NO
2010	NO	Yes	NO	Yes	NO
2011	NO	Yes	Yes	Yes	NO

Federal Accountability: Adequate Yearly Progress

Subgroup AYP Data: 2010-2011		
Groups	English Language Arts	Mathematics
Schoolwide		
Black or African American	Yes	Yes
Asian	Yes	Yes
Filipino	N/A	N/A
Hispanic or Latino	Yes	Yes
Native Hawaiian/Pacific Islander	N/A	N/A

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White	N/A	N/A
Two or more Races	N/A	N/A
SED	Yes	Yes
English Learners	Yes	No
Student with Disabilities	N/A	N/A

Subgroup AYP Data: 2009-2010

Groups	English Language Arts	Mathematics
Schoolwide	Yes	Yes
Black or African American	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	Yes	Yes
Native Hawaiian/Pacific Islander	N/A	N/A
White	N/A	N/A
Two or more Races	Yes	Yes
SED	No	Yes
English Learners	No	No
Student with Disabilities	N/A	N/A

AYP: Percent Proficient or Above by Subgroups 2008-2009

Groups	English Language Arts Percent	Mathematics Percent
Schoolwide	56.9	54.7
Black or African American	40.0	40.0
Asian	75	77.5
Filipino	65.8	74.7
Hispanic or Latino	48.4	38.8
Native Hawaiian/Pacific Islander	45.5	36.4
White	67.6	67.6
Two or more Races		
SED	45.5	39.1
English Learners	23.7	31.1
Student with Disabilities	17.5	20.0

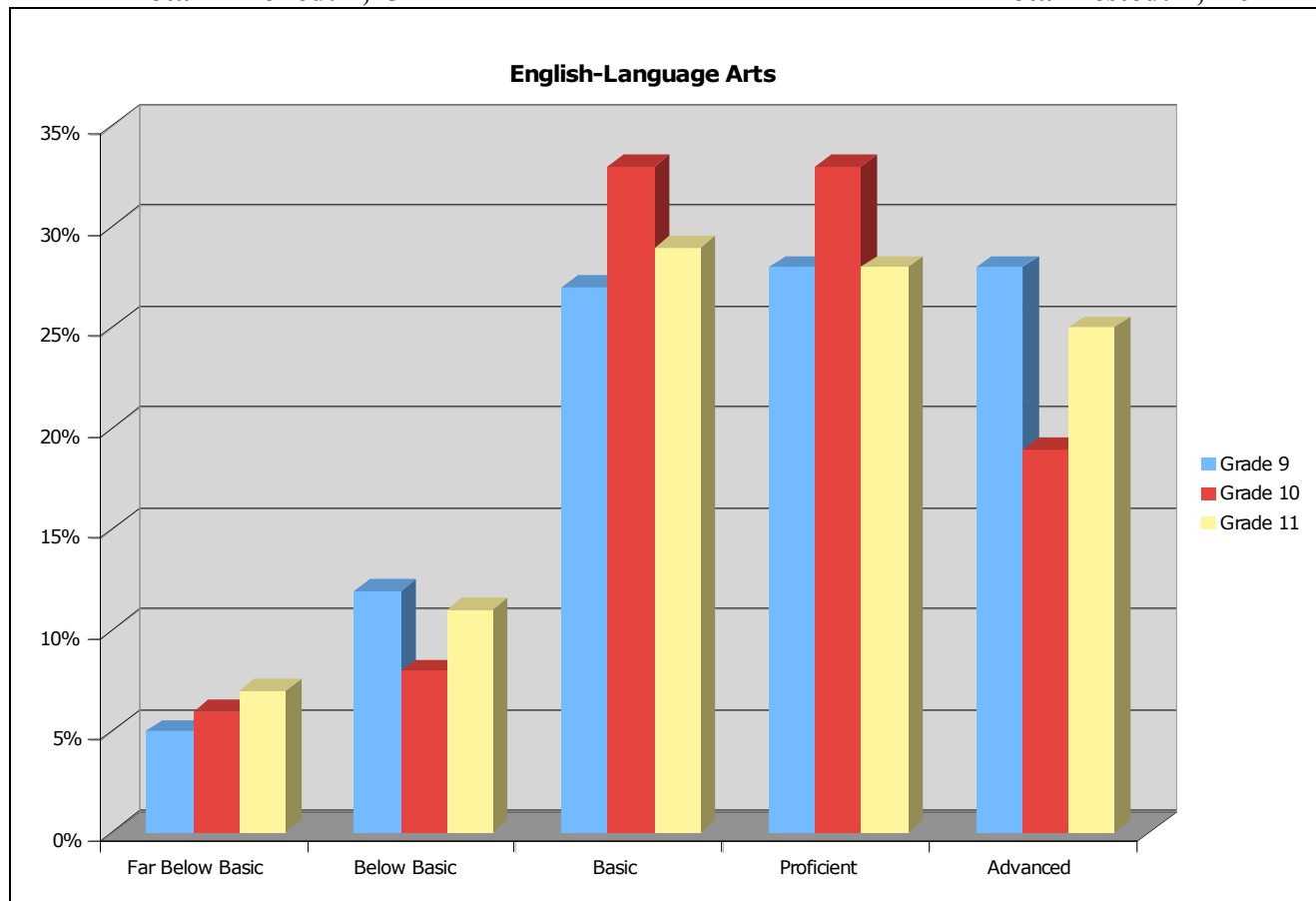
AYP: Percent Proficient or Above by Subgroups 2007-2008

Groups	English Language Arts Percent	Mathematics Percent
Schoolwide	52.5	48.8
Black or African American	66.7	71.4
Asian	62.2	69.6
Filipino	57.6	56.5
Hispanic or Latino	41.1	36.0
Native Hawaiian/Pacific Islander	40	31.3
White	71.4	56.9
Two or more Races		
SED	34.0	31.0
English Learners	20.1	23.4
Student with Disabilities	12.5	9.8

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California Standardized Testing (STAR) 2010-11

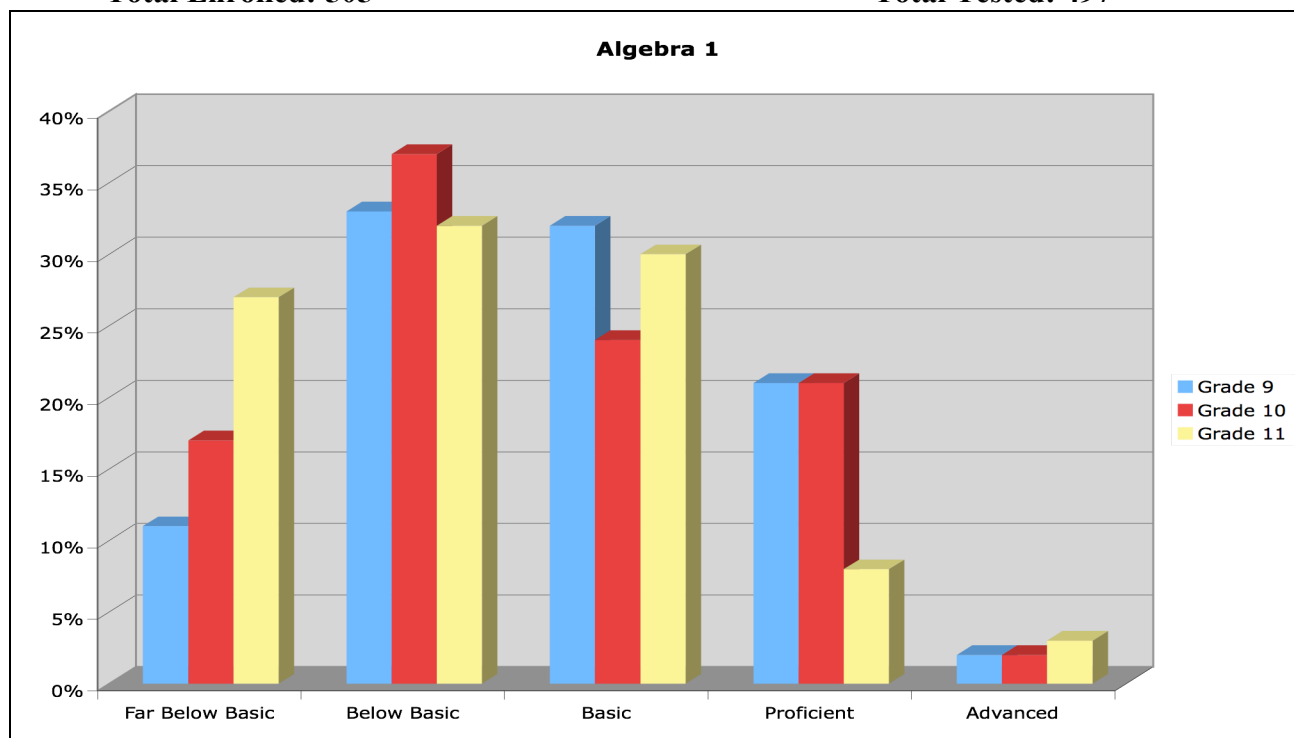
Total Enrolled: 1,154

Total Tested: 1,146



Total Enrolled: 505

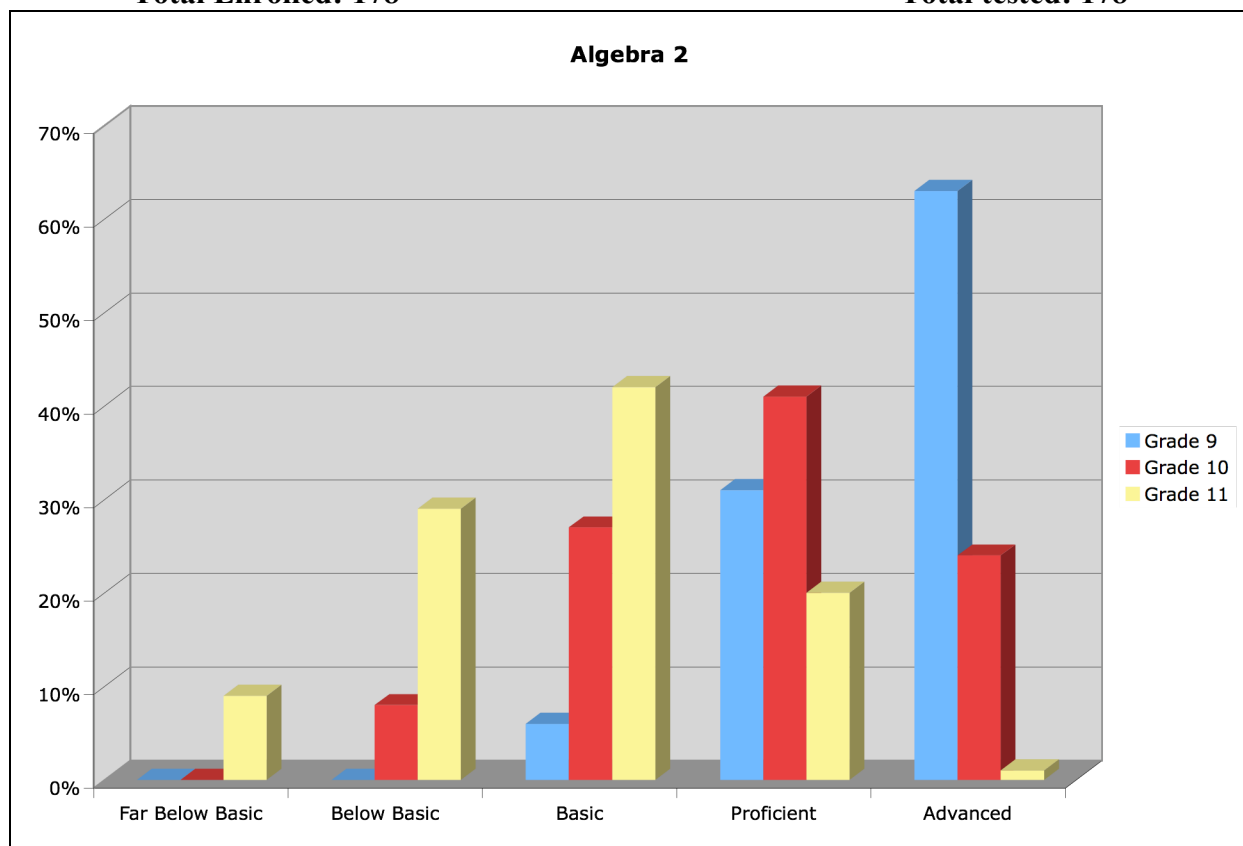
Total Tested: 497



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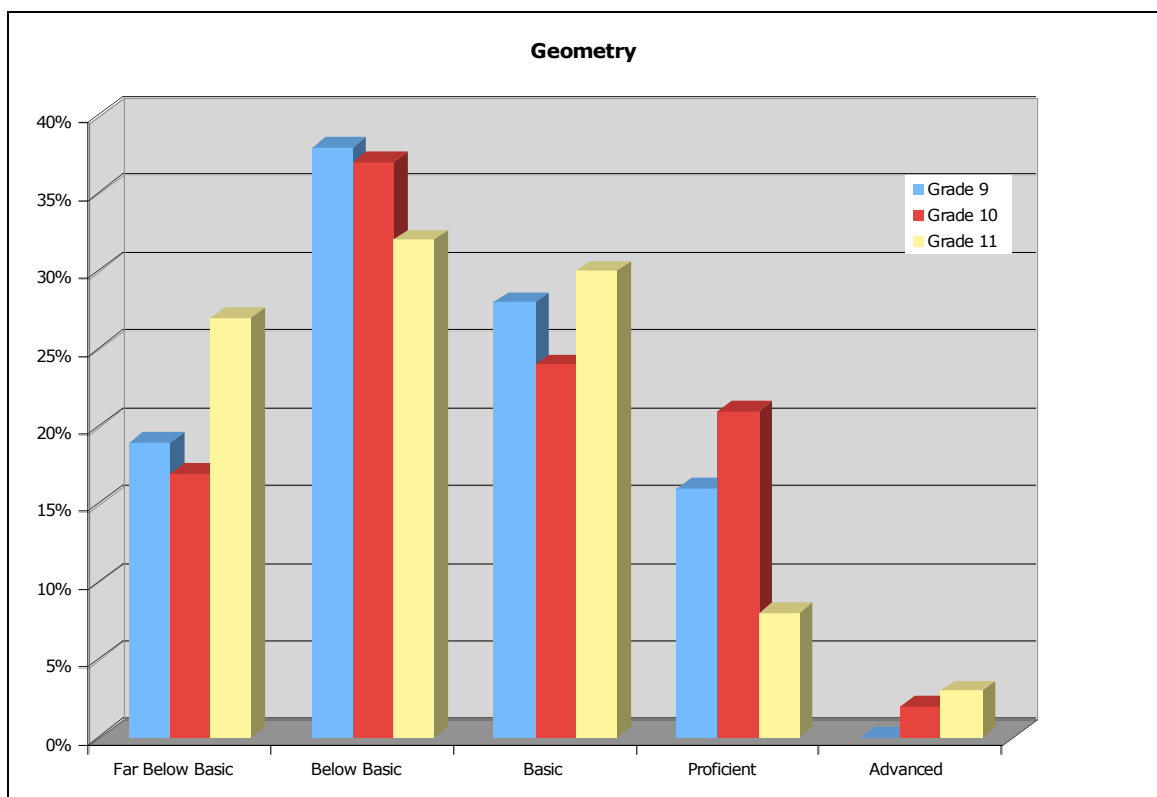
Total Enrolled: 178

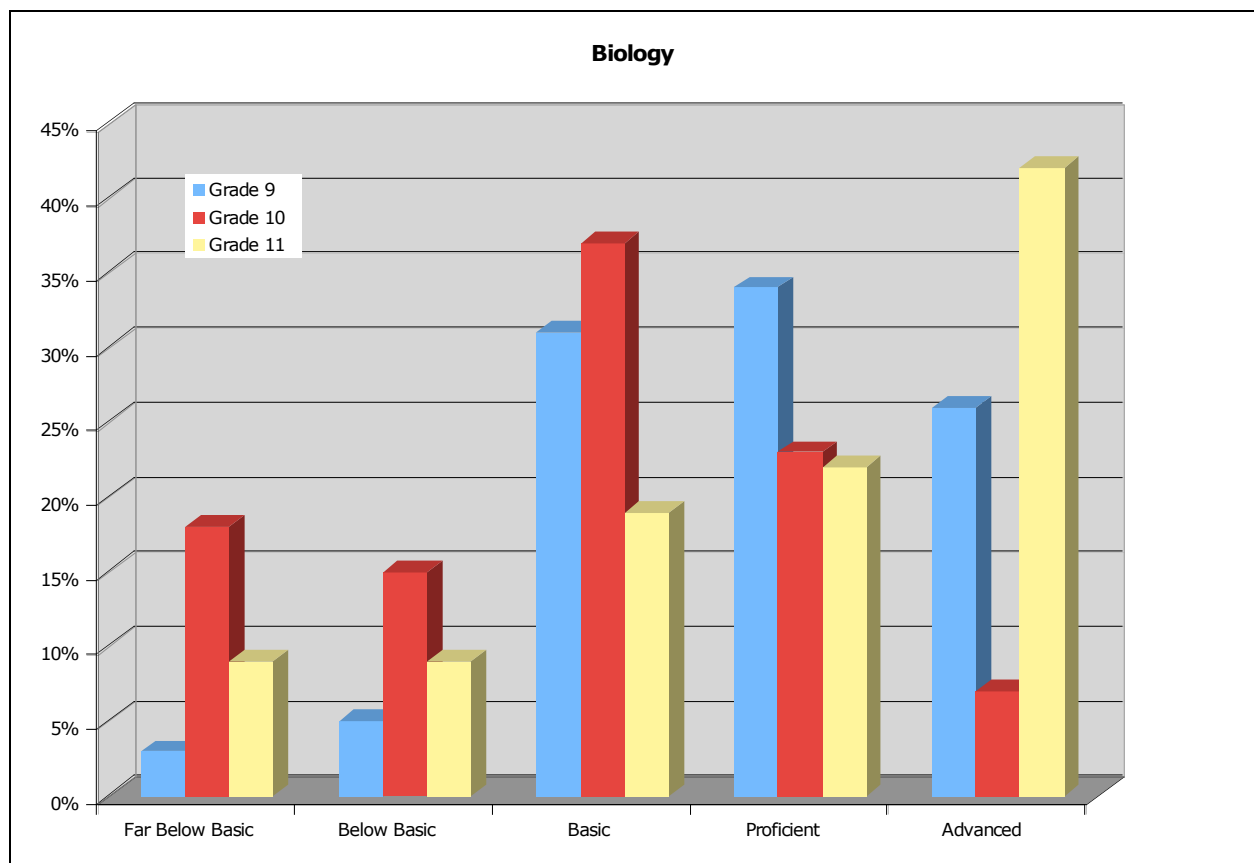
Total tested: 178



Total Enrolled: 317

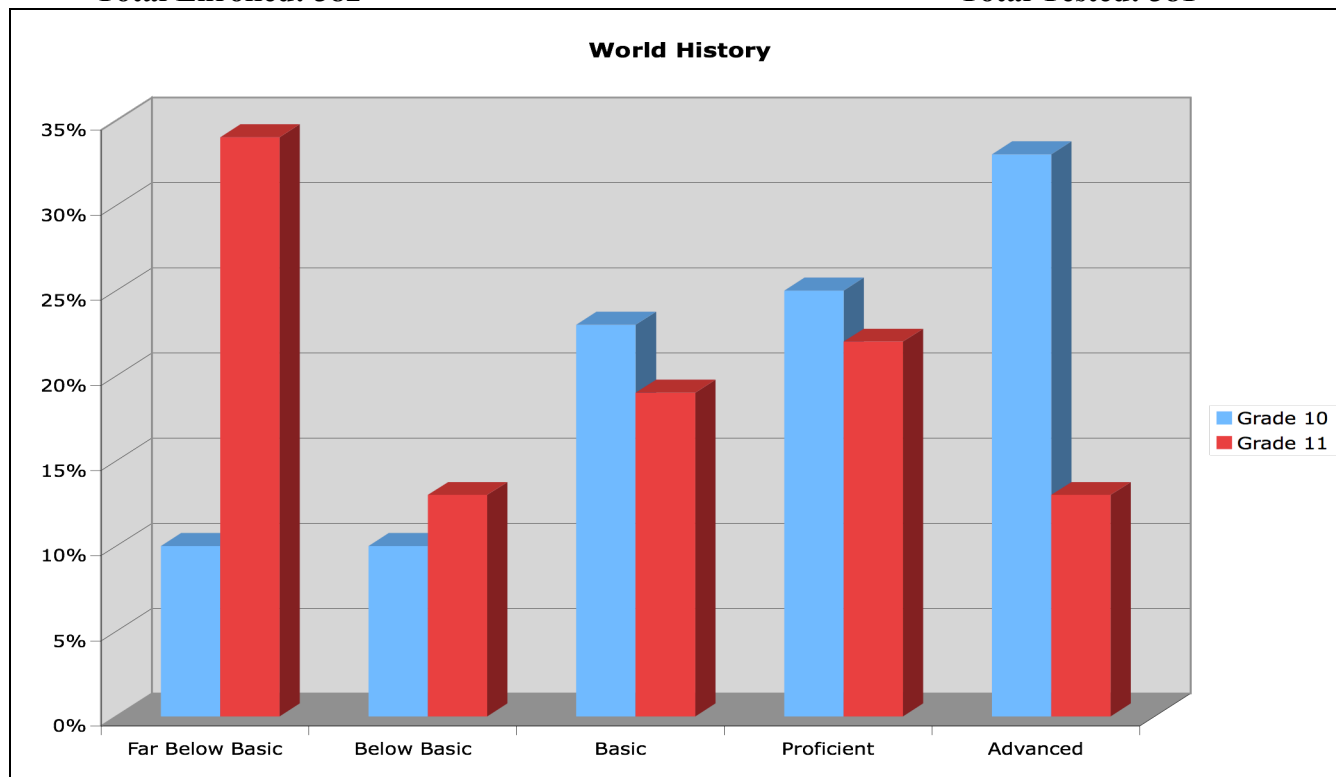
Total Tested: 314





Total Enrolled: 382

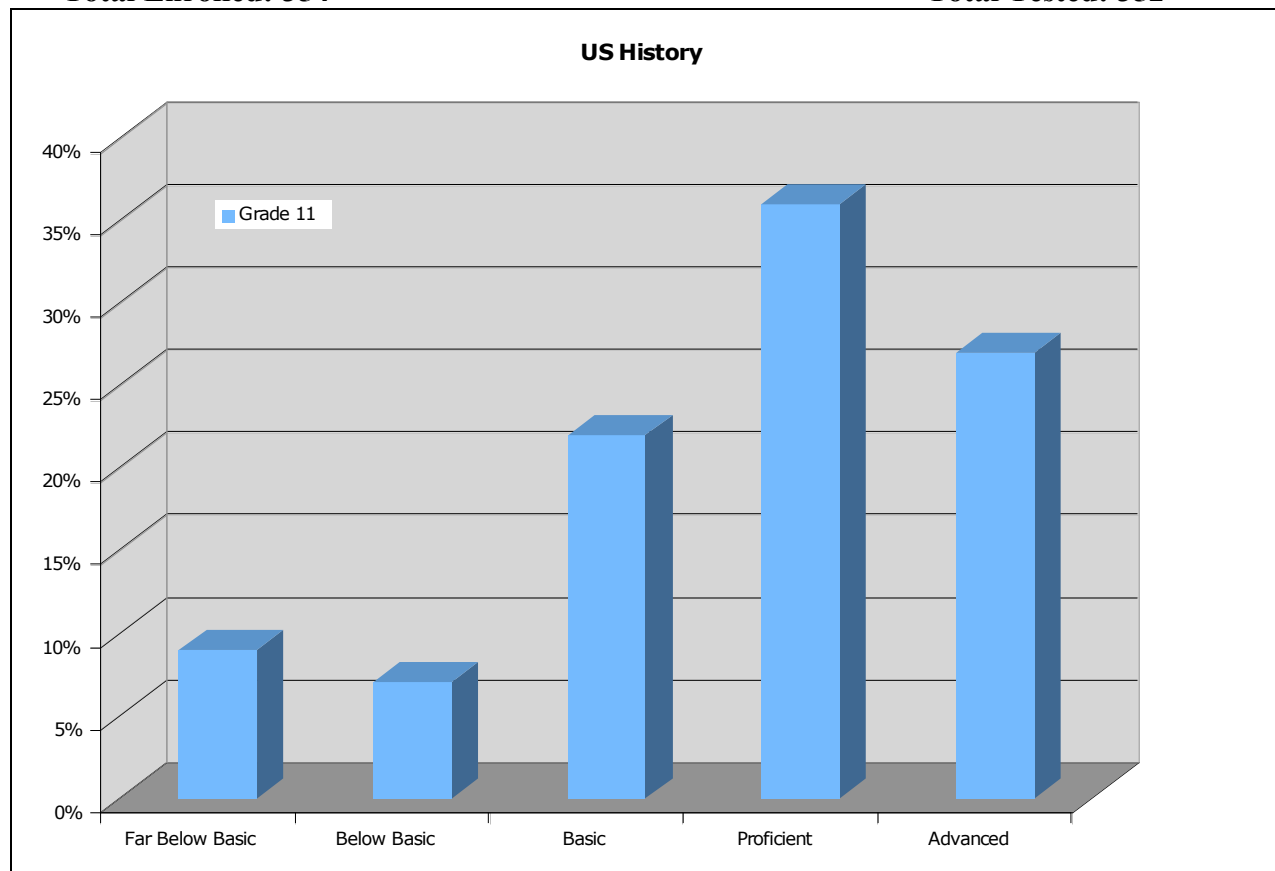
Total Tested: 381



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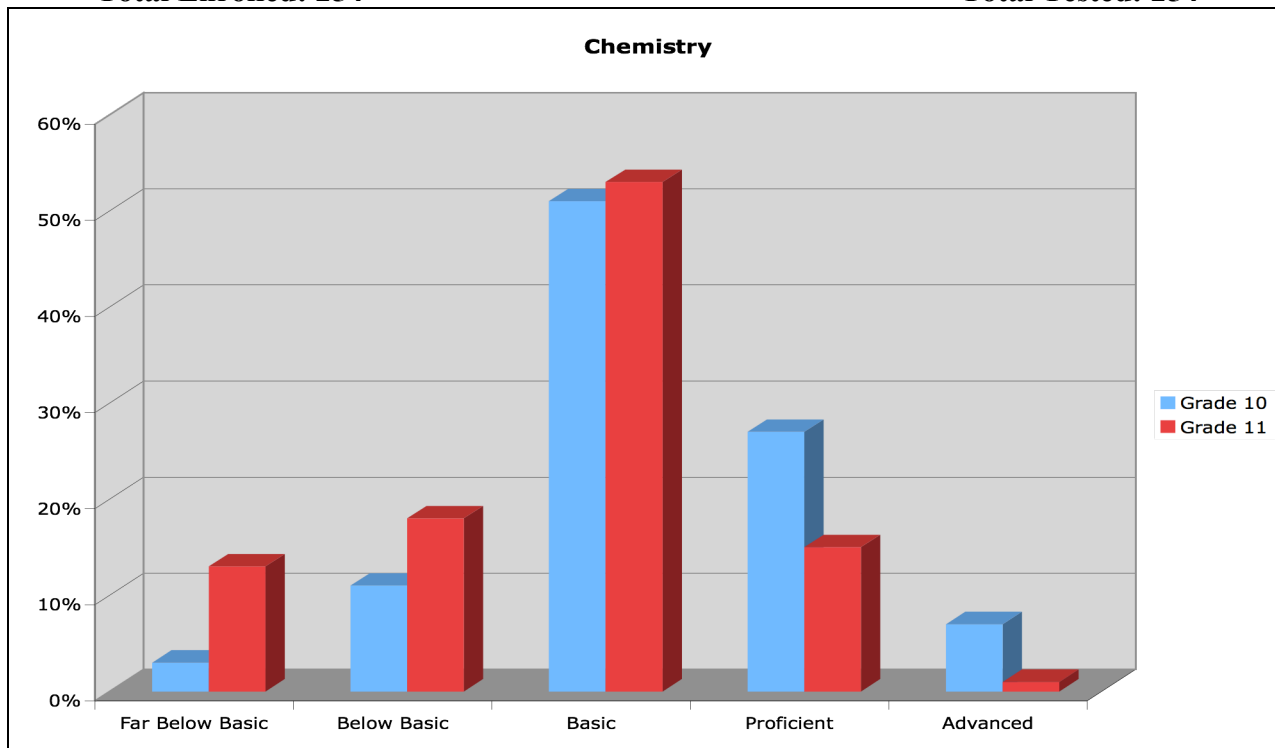
Total Enrolled: 354

Total Tested: 352



Total Enrolled: 254

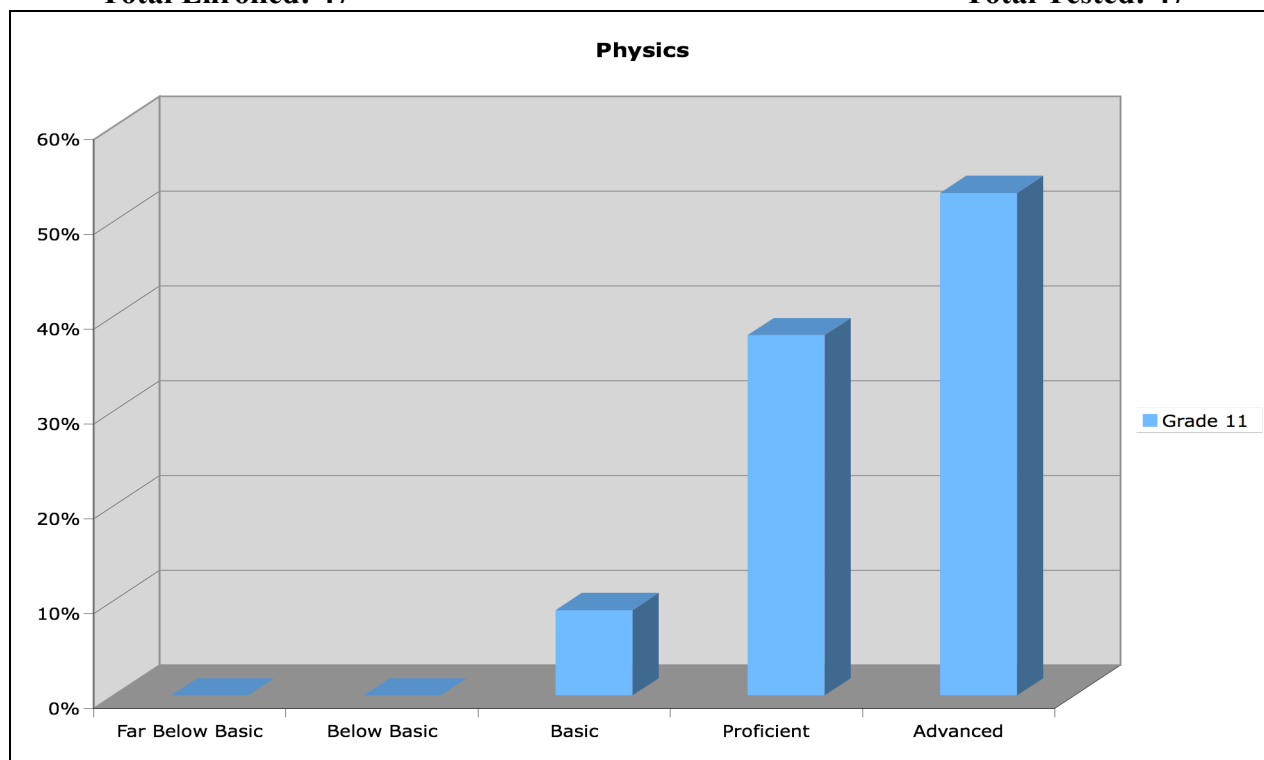
Total Tested: 254



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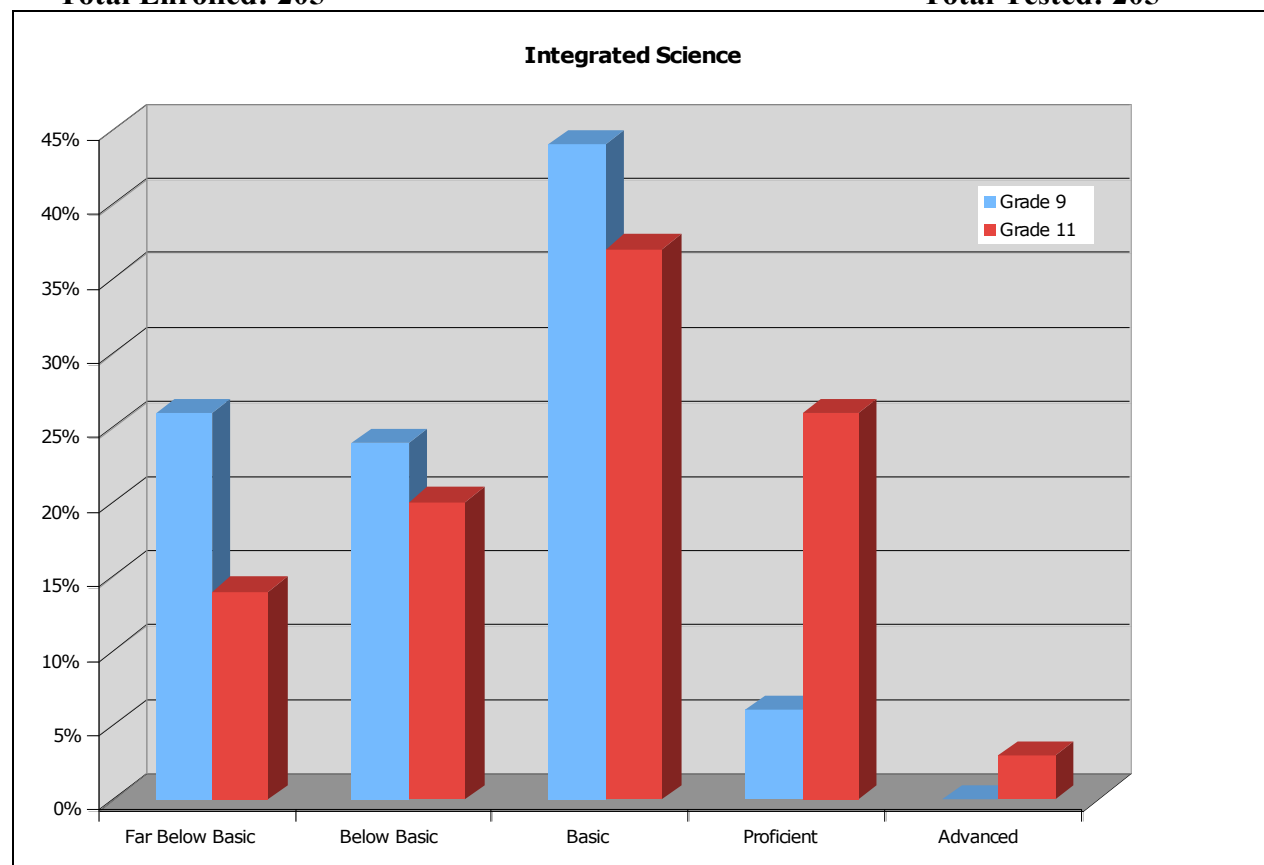
Total Enrolled: 47

Total Tested: 47

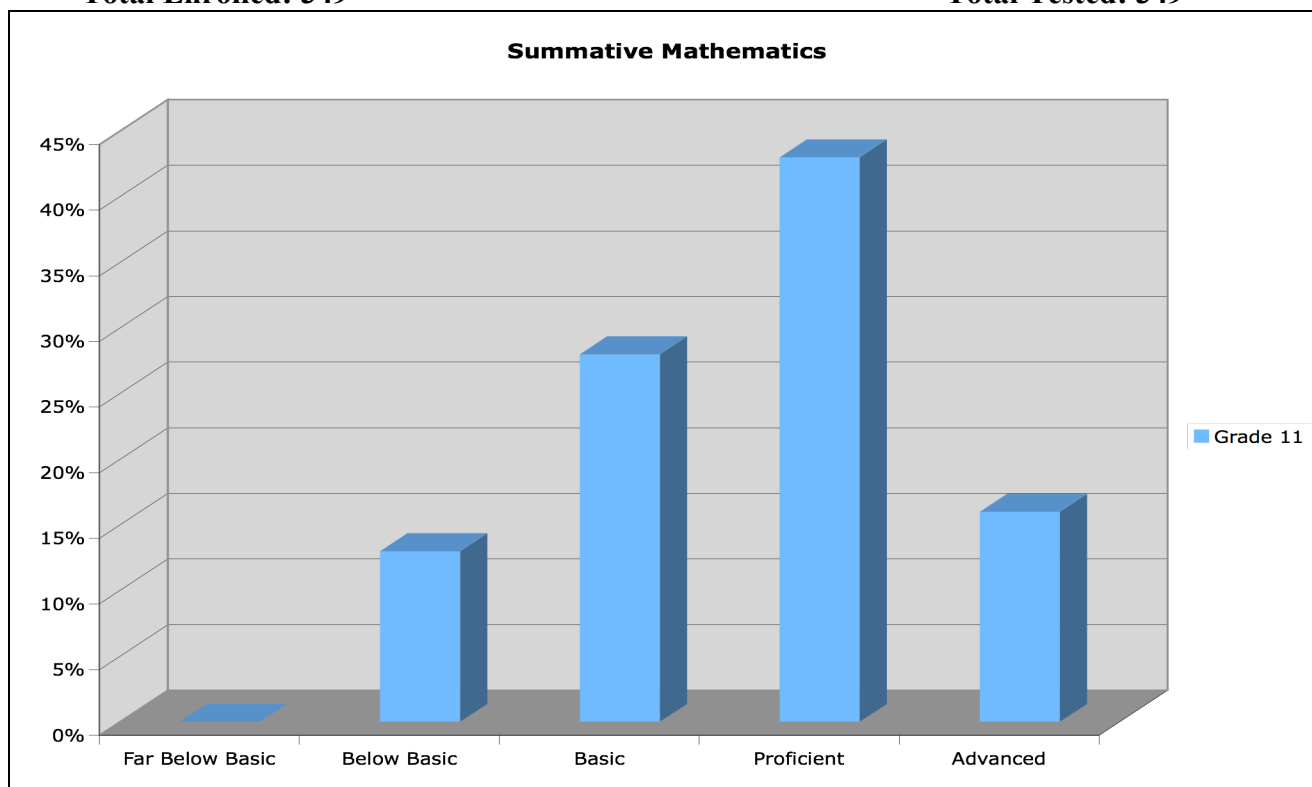


Total Enrolled: 205

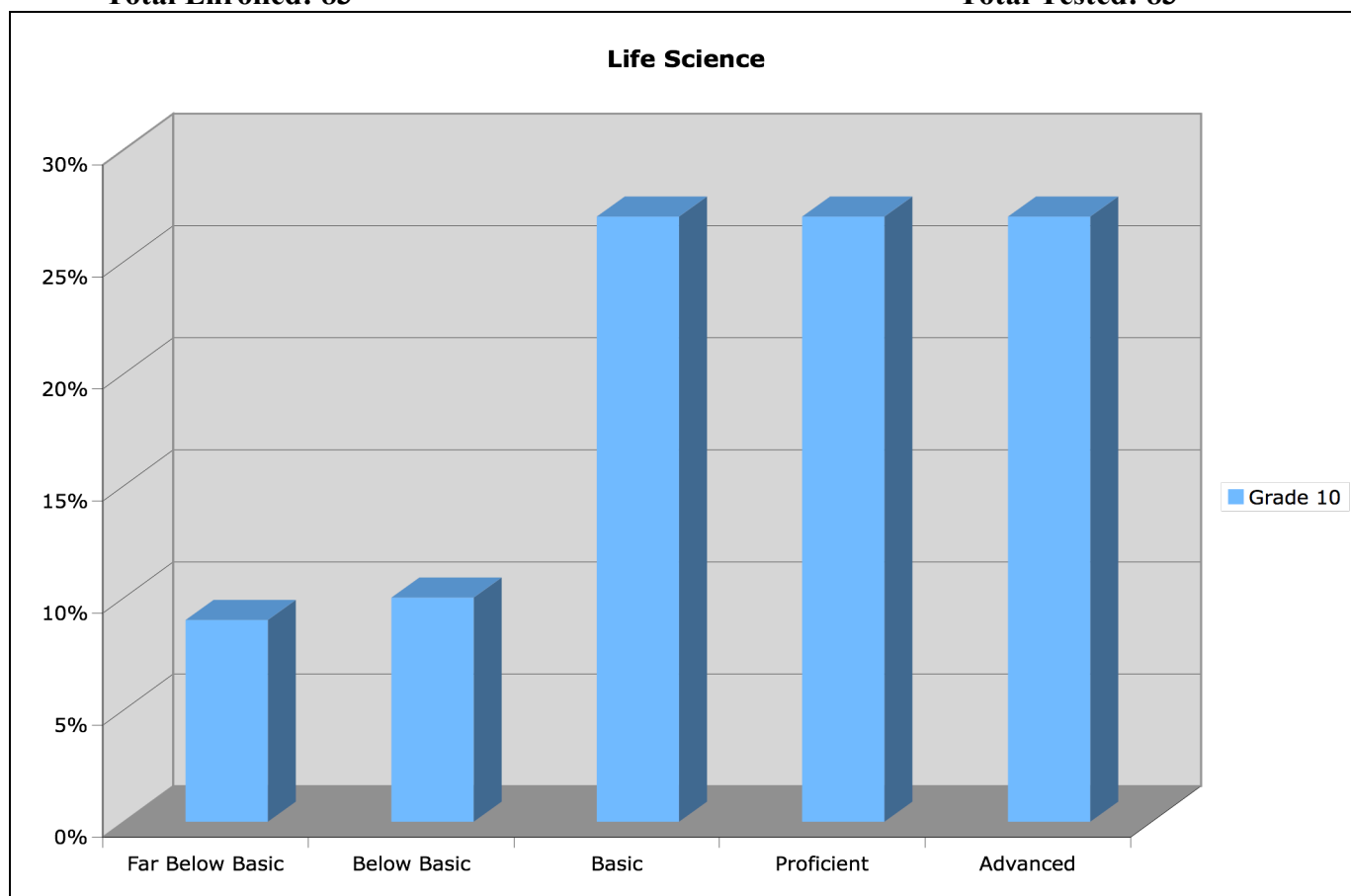
Total Tested: 205



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Total Enrolled: 349 **Total Tested: 349**



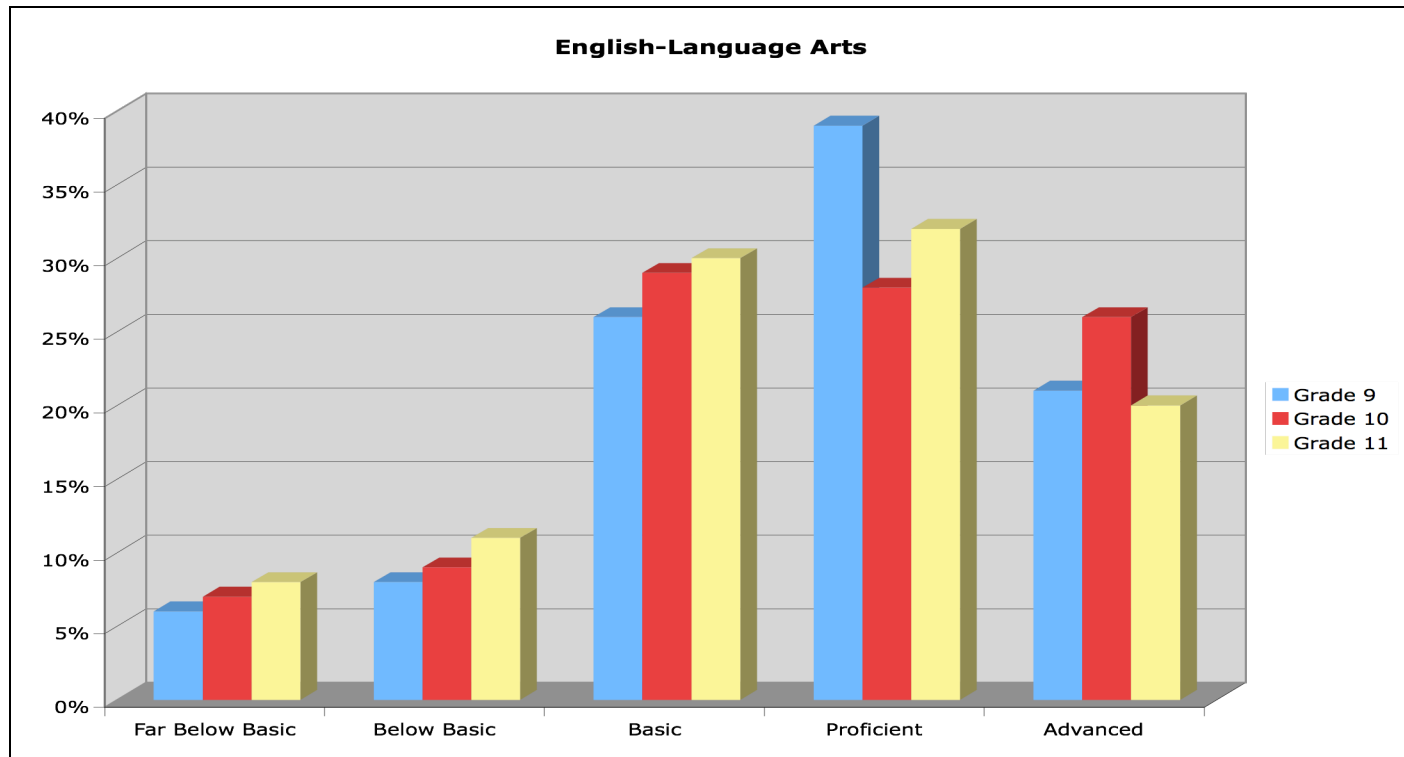
Total Enrolled: 83 **Total Tested: 83**



California Standardized Testing (STAR) 2009-10

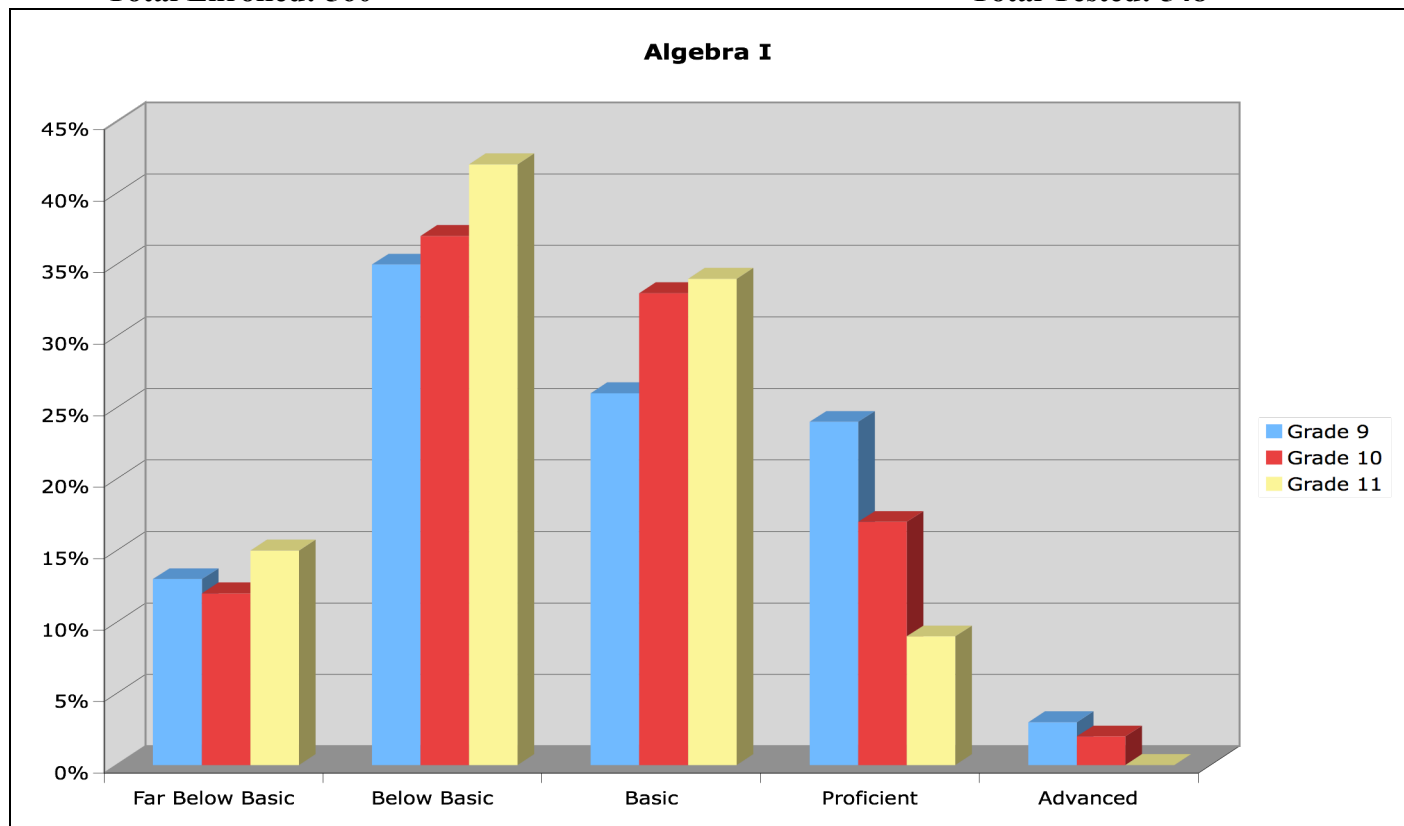
Total Enrolled: 1100

Total Tested: 1094



Total Enrolled: 560

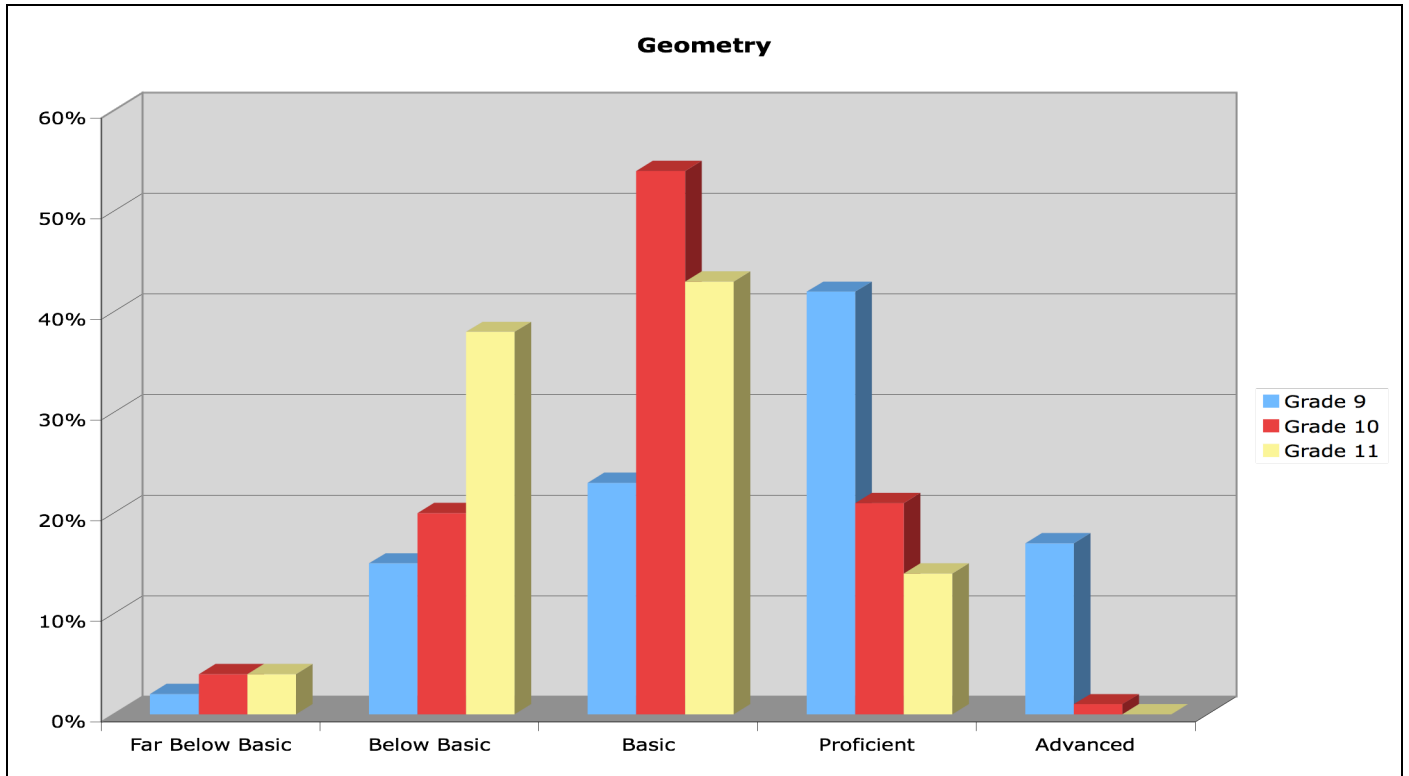
Total Tested: 548



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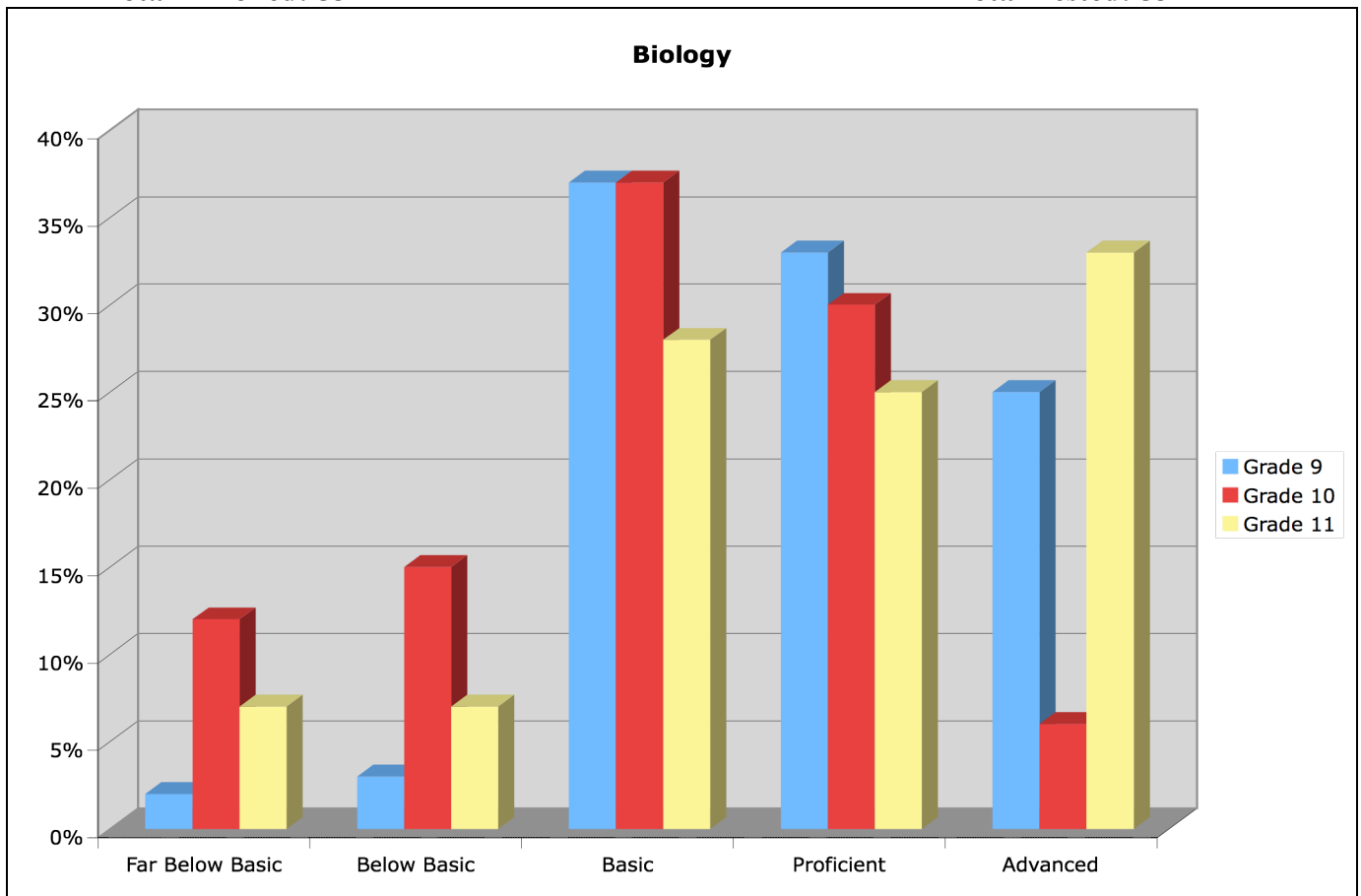
Total Enrolled: 287

Total Tested: 285



Total Enrolled: 534

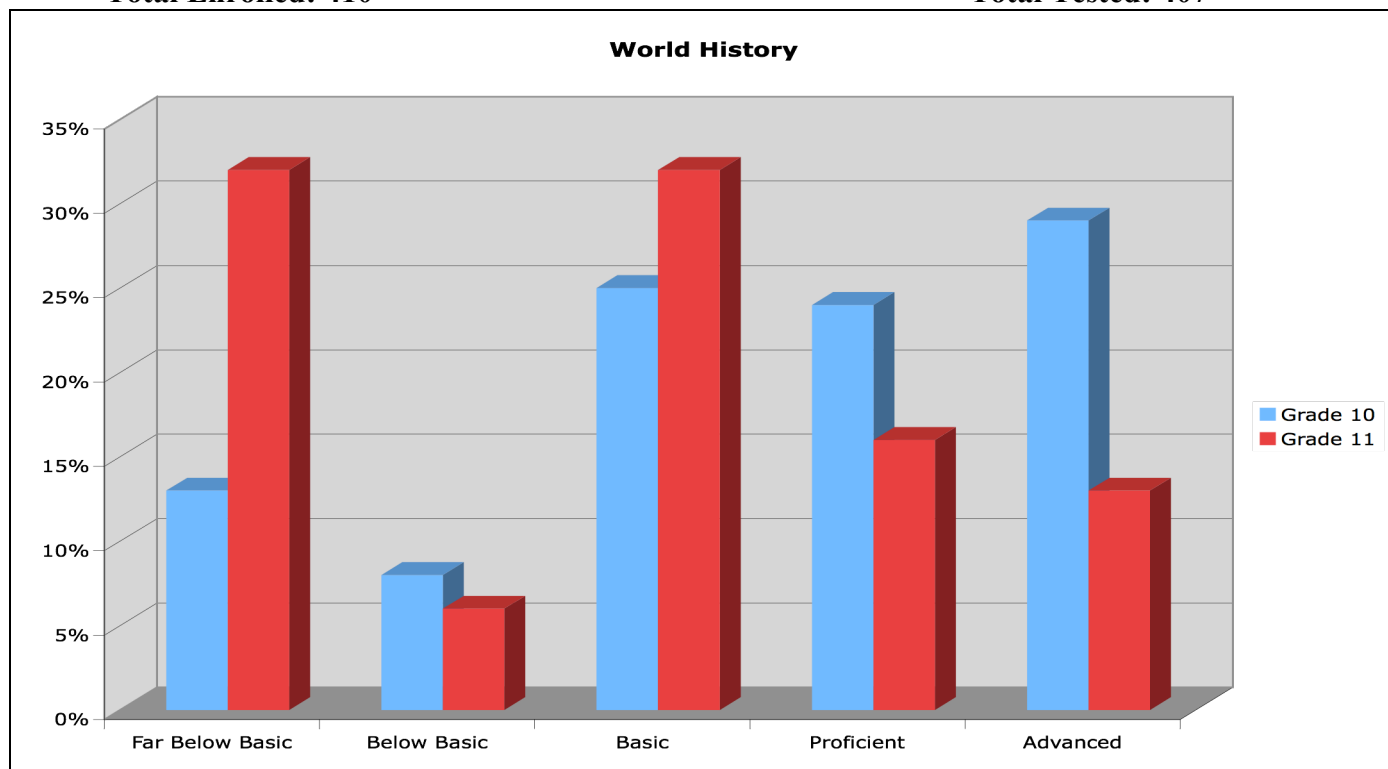
Total Tested: 534



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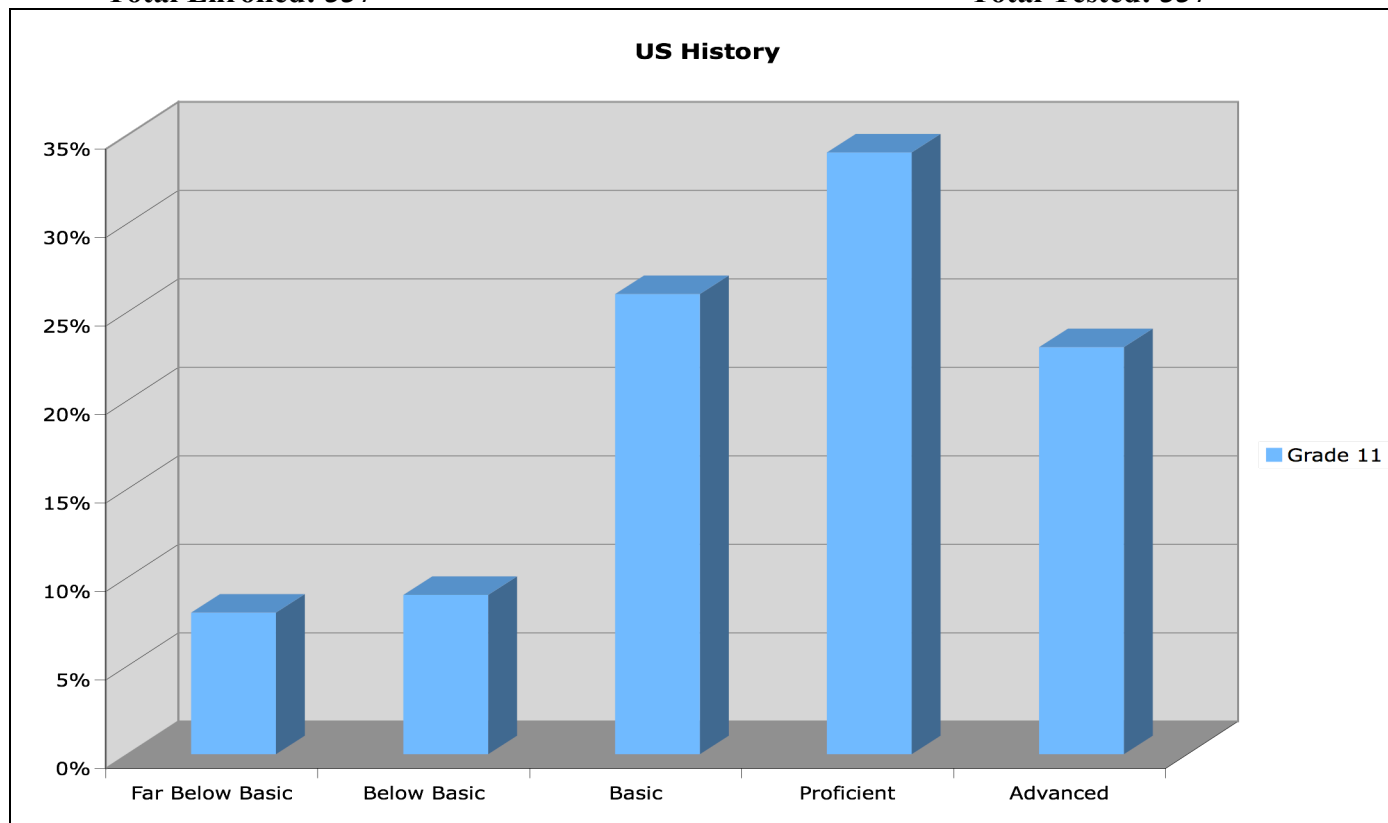
Total Enrolled: 410

Total Tested: 407



Total Enrolled: 337

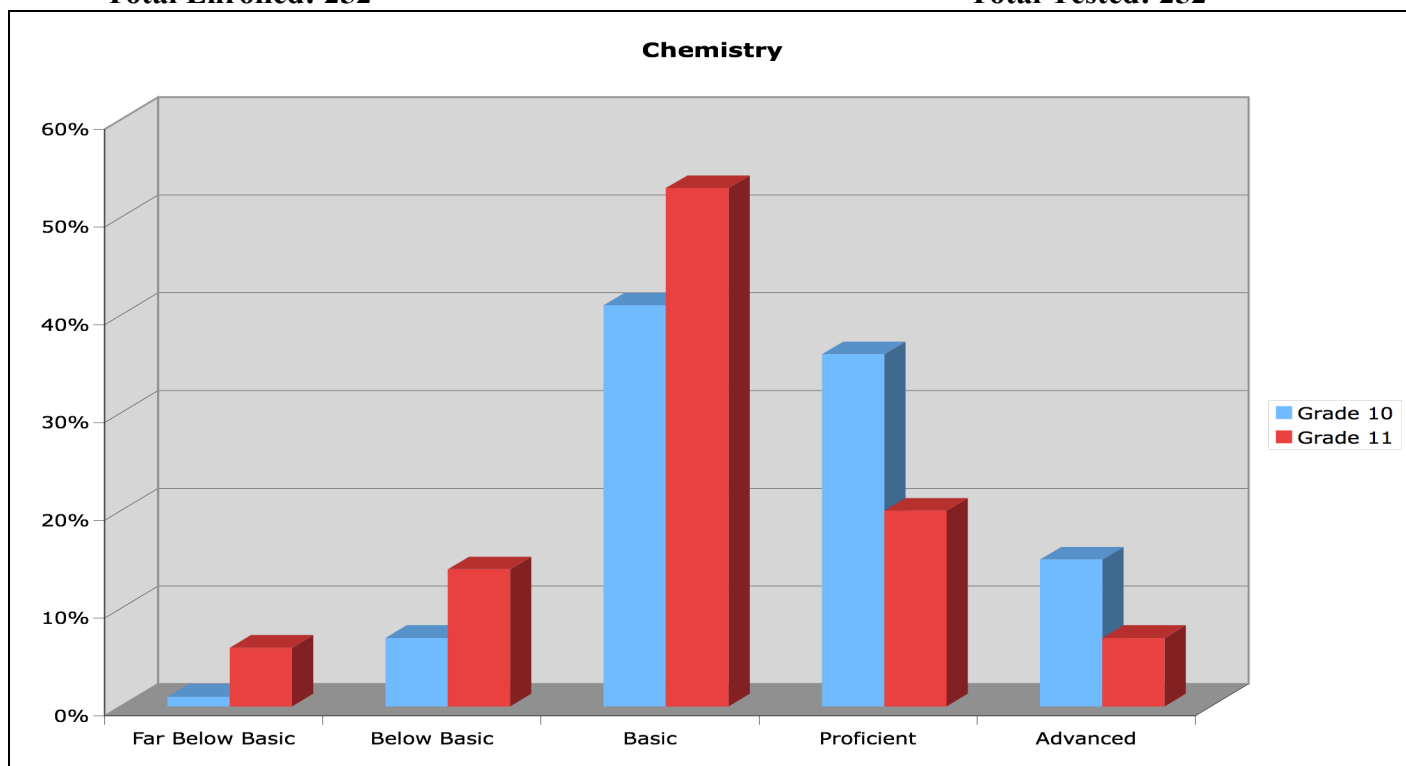
Total Tested: 337



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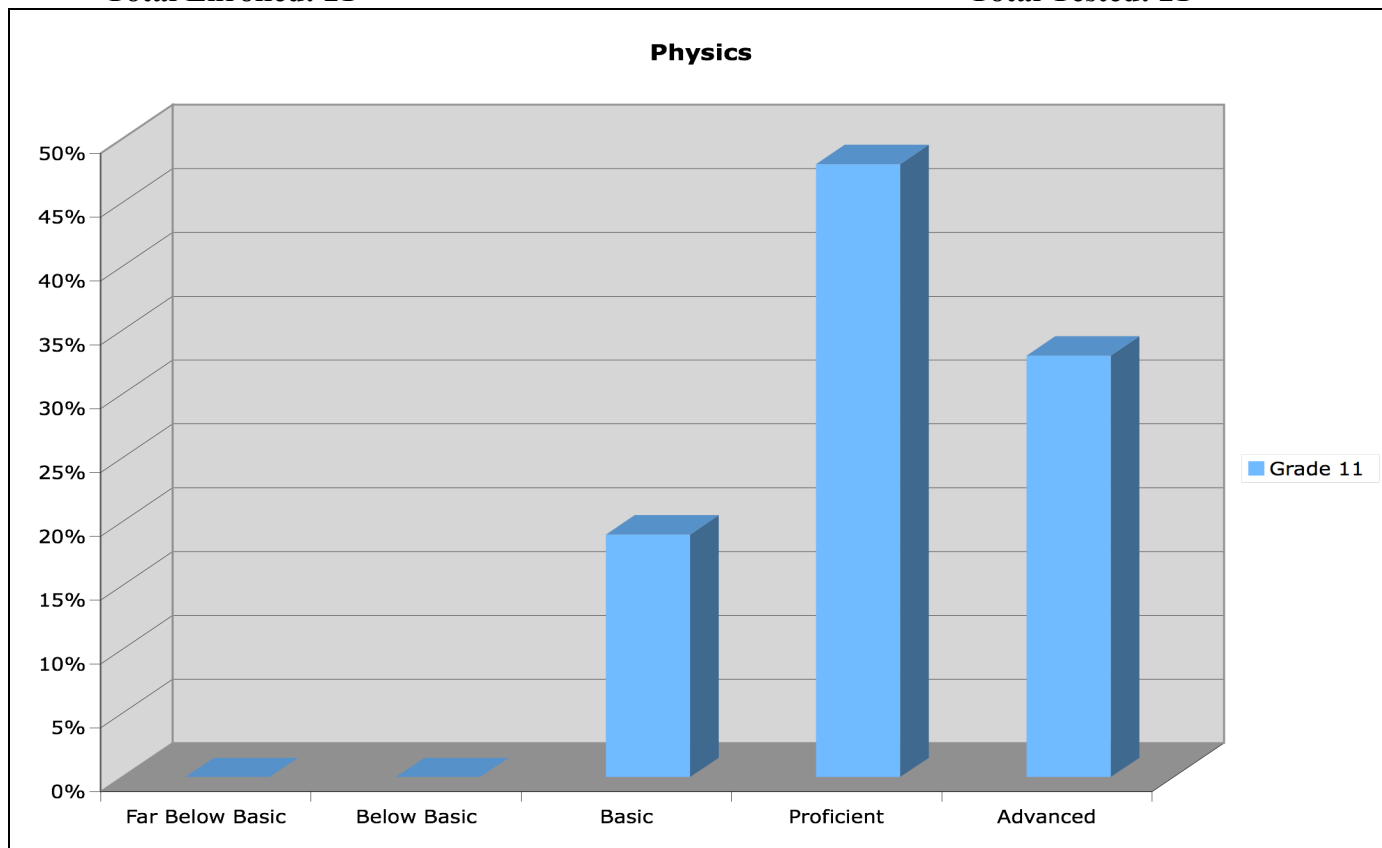
Total Enrolled: 252

Total Tested: 252

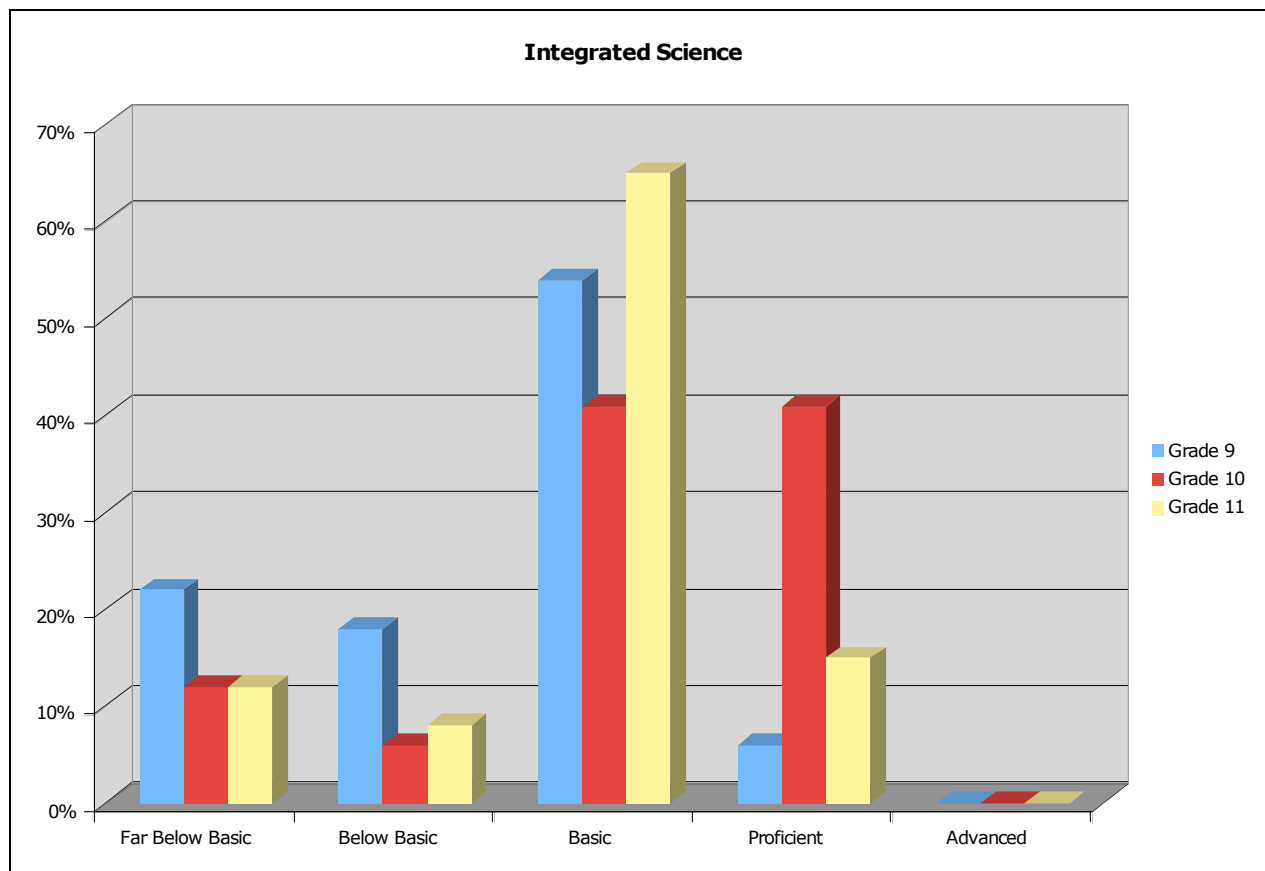


Total Enrolled: 21

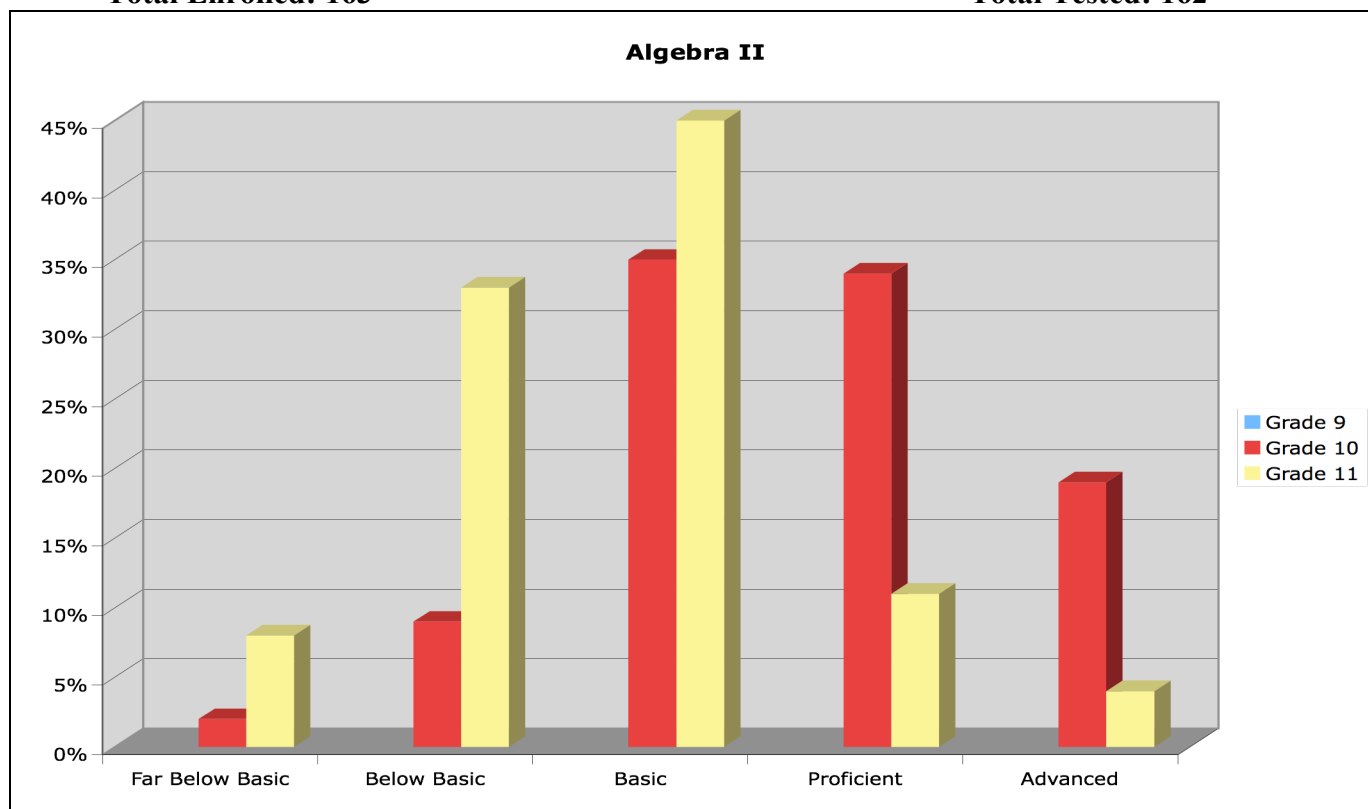
Total Tested: 21



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Total Enrolled: 214 **Total Tested: 214**



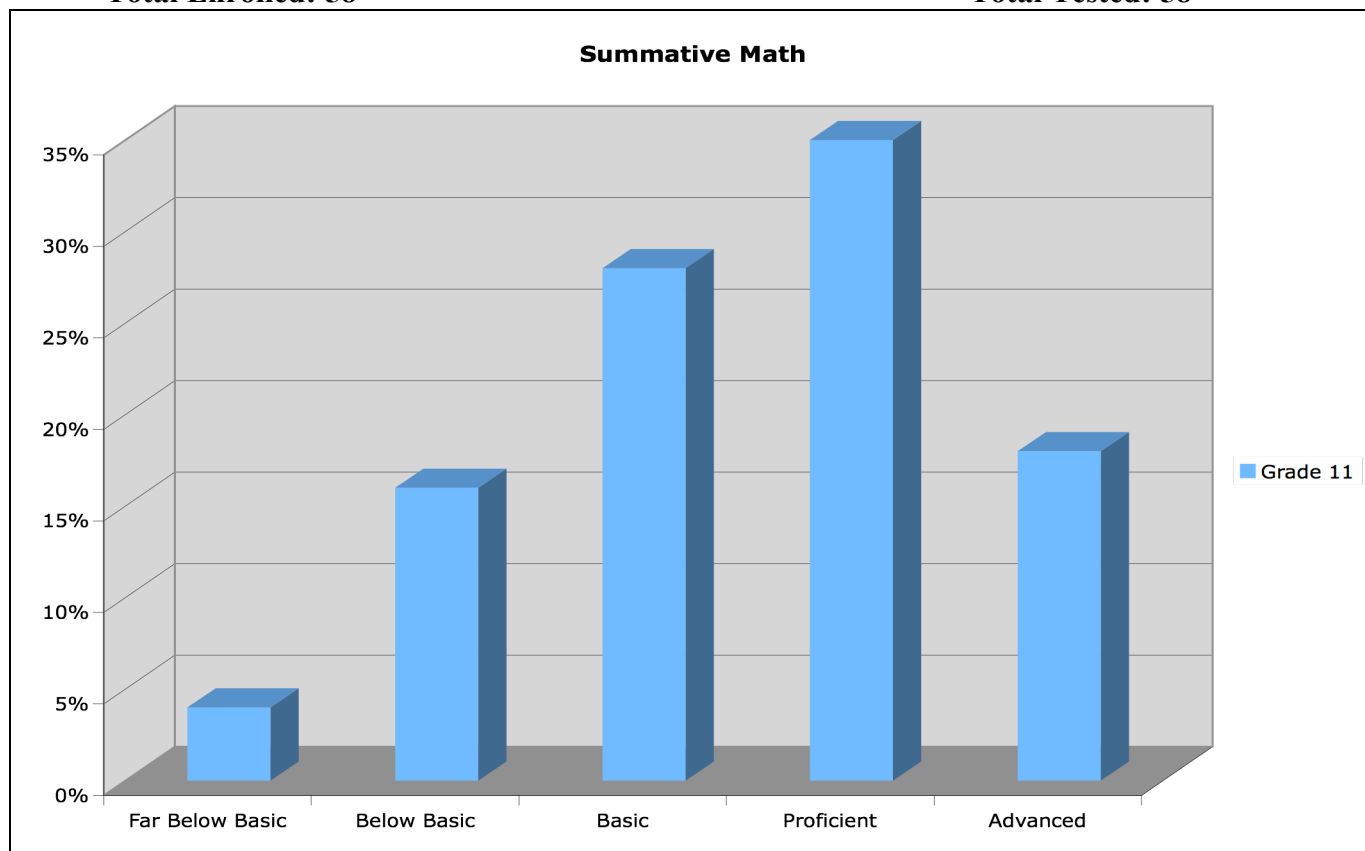
Total Enrolled: 163 **Total Tested: 162**



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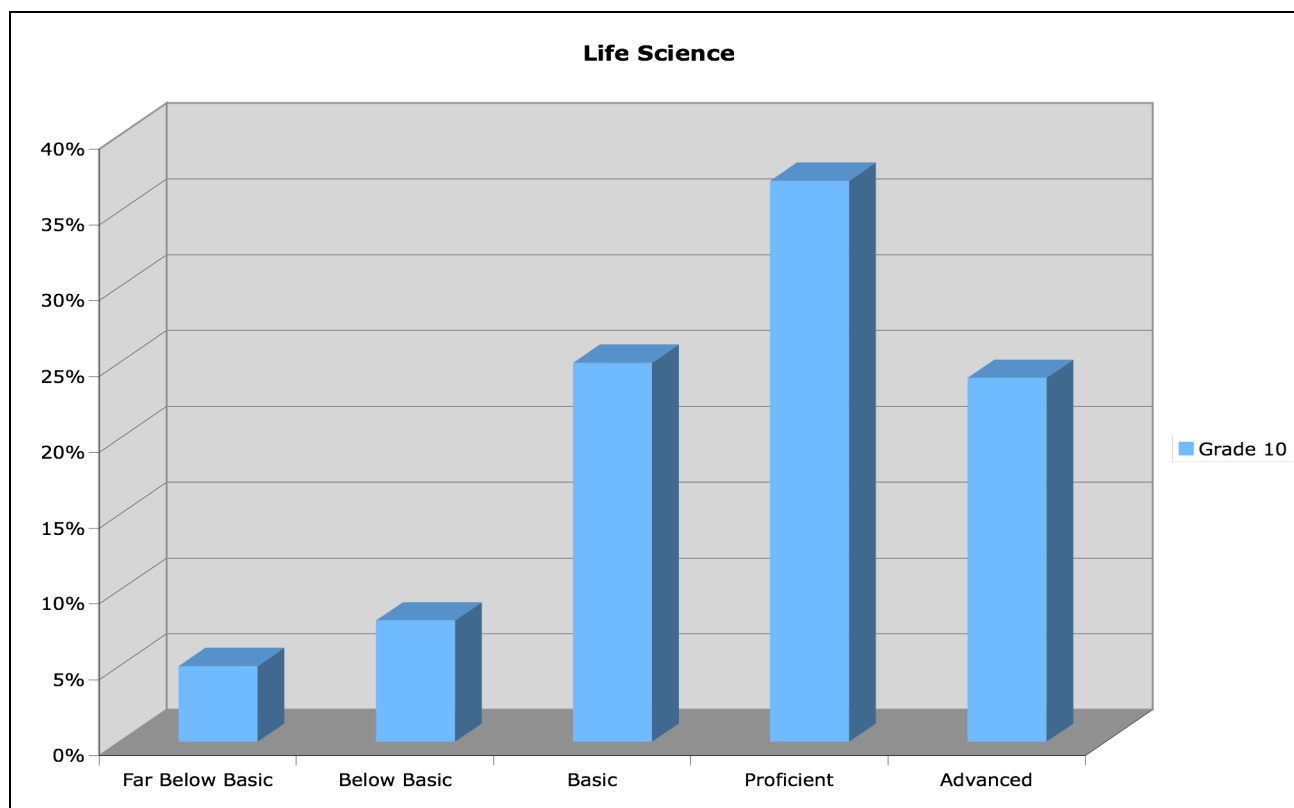
Total Enrolled: 58

Total Tested: 58



Total Enrolled: 381

Total Tested: 381



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Subgroups 2010: Number & Percent of students who tested Proficient or Above on the CST										
Subject	Male	Percent	Female	Percent	English Learners	Percent	Economically Disadvantaged	Percent	Students with Disabilities	Percent
Number in Subgroups	570		542		207		529		112	
Algebra I	20/570	3.5%	23/542	4.25%	11/207	5.3%	10/529	1.8%	7/112	6.25%
Geometry	32/570	5.6%	30/542	5.5%	17/207	8.21%	21/529	3.9%	N/A	
Algebra II	40/570	7.0%	30/542	5.5%	N/A	N/A	27/529	5.1%	N/A	N/A
Summative Math	54/570	9.4%	53/542	9.7%	N/A	N/A	31/529	5.8%	N/A	N/A
US History	60/570	10.5%	54/542	9.9%	30/207	14.4%	46/529	8.6%	13/112	11.6%
World History	58/570	10.1%	45/542	8.3%	18/207	8.6%	40/529	7.5%	22/112	19.6%
Biology	53/570	9.2%	47/542	8.6%	18/207	8.6%	35/529	6.6%	19/112	16.9%
Physics	N/A	N/A	79/542	14.5%	N/A	N/A	N/A	N/A	N/A	N/A
Chemistry	44/570	7.7%	40/542	7.3%	41/207	19.8%	33/529	6.2%	N/A	N/A
Integrated Science	8/570	1.4%	13/542	2.3%	3/207	1.4%	9/529	1.7%	0	N/A
Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	66/570	11.5%	56/542	10.3%	28/207	13.5%	47/529	8.8%	21/112	18.75%

Racial/Ethnic Subgroups 2010 CST Percent Proficient or Above							
Subject	African American	American Indian/Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (non Hispanic)
Number in Subgroups	28	2	129	27	537	41	84
Algebra 1	13	N/A	45	N/A	14	12	22
Geometry	N/A	N/A	53	33	22	9	21
Summative Math	N/A	N/A	87	N/A	47	N/A	N/A
US History	N/A	N/A	79	77	47	N/A	69
World History	50	N/A	84	N/A	42	19	53
Biology	N/A	N/A	75	N/A	40	8	52
Physics	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chemistry	N/A	N/A	53	58	34	N/A	38
Integrated Science	N/A	N/A	17	N/A	7	N/A	13
Science	N/A	N/A	76	N/A	55	27	72
Language Arts	45	N/A	N/A	69	N/A	N/A	N/A
Algebra II	N/A	N/A	57	N/A	24	N/A	29

South San Francisco High School Focus on Learning Report 2012

Sub Groups 2009: Proficient or Above CST										
Subject	Male	Percent	Female	Percent	English Learners	Percent	Economically Disadvantaged	Percent	Students with Disabilities	Percent
Number in Subgroups	603		528		187		530		122	
Algebra I	17/603	2.8%	16/528	3%	14/187	7.4%	13/530	2.4%	4/122	3.2%
Geometry	38/603	5.9%	32/528	6%	31/187	16.5%	29/530	5.4%	N/A	N/A
Algebra II	16/603	2.6%	21/528	3.9%	N/A	N/A	11/530	2%	N/A	N/A
Summative Math	52/603	8.6%	40/528	7.5%	N/A	N/A	35/530	6.6%	N/A	N/A
US History	62/603	10.2%	50/528	9.4%	20/187	10.6	43/530	8.1%	15/122	12.2%
World History	46/603	7.6%	44/528	8.3%	12/187	6.4%	35/530	6.6%	16/122	13.1%
Biology	50/603	8.2%	46/528	8.7%	22/187	11.4%	38/530	7.1%	22/122	18%
Physics	94/603	15.5%	73/528	13.8%	N/A	N/A	55/530	10.3%	N/A	N/A
Chemistry	32/603	5.3%	38/528	7.1%	N/A	N/A	21/530	3.9%	N/A	N/A
Integrated Science	11/603	1.8%	4/528	.75%	2/187	1%	8/530	1.5%	0	N/A
Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	55/603	9.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
General Math	32/603	5.3%	35/528	6.6%	14/187	7.4%	27/530	5%	14/122	11.4%
Life Science 10	N/A	N/A	50/528	9.4%	24/187	12.8%	44/530	8.3%	17/122	13.9%

South San Francisco High School Focus on Learning Report 2012

Racial /Ethnic Subgroups 2009 CST Percent Proficient or Above							
Subject	African American	American Indian/Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (non Hispanic)
Number in Subgroups	59	5	149	239	522	36	121
Algebra 1	20	N/A	20	30	11	17	16
Geometry	N/A	N/A	62	33	23	N/A	37
Summative Math	N/A	N/A	59	52	21	N/A	47
US History	67	N/A	72	67	44	N/A	69
World History	39	N/A	60	59	33	N/A	64
Biology	34	N/A	70	61	34	31	65
Physics	N/A	N/A	N/A	92	N/A	N/A	N/A
Chemistry	N/A	N/A	42	35	30	N/A	38
Integrated Science	12	N/A	18	8	7	0	7
General Math	N/A	N/A	46	60	24	N/A	25
Life Science	43	N/A	55	66	44	N/A	71
Algebra II	N/A	N/A	36	24	2	N/A	20
Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CAHSEE (California High School Exit Exam) 2010-11

South San Francisco High School Students continue to perform well on the California High School Exit Exam. Overall, the school has a passage rate of 79% for grade 10 students that have taken the test. An area of concern for the school is our Special Education and English Language Learners populations' ability to pass the test. The passage rates for these two groups are 23% for Special Education and 50% for English Language Learners.

Number of Grade 10 Answer Documents Processed: 363

Grade 10						
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested	404	319	79%	85	21%	382

All Grades						
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Tenth	349	296	85%	53	15%	388
Eleventh	42	18	43%	24	57%	341
Twelfth	13	5	38%	8	62%	344

Gender						
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Male	221	162	73%	59	27%	375
Female	180	154	86%	26	14%	390

South San Francisco High School Focus on Learning Report 2012

Race/Ethnicity						
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Asian	105	95	90%	10	10%	400
Native Hawaiian/Pac. Islander	15	11	73%	4	27%	379
Filipino	24	19	79%	5	21%	391
Hispanic or Latino	186	130	70%	56	30%	369
White	25	23	92%	2	8%	386
Two or more races	40	34	85%	6	15%	390

Language Fluency						
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
English Only Students	169	149	88%	20	12%	392
Initially Fluent English Proficient (IFEP)	64	59	92%	5	8%	397
Reclassified Fluent English Proficient (RFEP)	67	59	88%	8	12%	390
English Learner Students	101	50	50%	51	50%	351

Economic Status						
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Not Economically Disadvantaged Students	207	183	88%	24	12%	393
Economically Disadvantaged Students	191	133	70%	58	30%	370

Special Education Program Participation						
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Receiving Services	47	11	23%	36	77%	331

Title III Accountability For English Learners

This data shows the performance of the South San Francisco Unified School District and South San Francisco High School on the Annual Measurable Achievement Objectives (AMAOs) for English Learners. AMAO 1 and 2 are based on CELDT results; AMAO 3 is based on the CASHEE.

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2009-10 Annual CELDT Takers	1,996
Number with Required Prior CELDT Scores	1,922
Percentage with Required Prior CELDT Scores	96.3%
Number in Cohort Meeting Annual Growth Target	1,193
Percentage Meeting AMAO 1 in LEA	62.1%
2009-10 Target	53.1%
Met Target for AMAO 1	Yes

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort	
Number of 2009-10 English Learners in Cohort	1,796
Number in Cohort Attaining the English Proficient Level	519
Percentage in Cohort Attaining the English Proficient Level	28.9%
2009-10 Target	17.4%
Cohort Met Target	Yes

AMAO 3 - Adequate Yearly Progress for EL Subgroup at the LEA Level

English-Language Arts	
Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	No
Mathematics	
Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	No
Met Targets for AMAO 3	No

AMAO 1- Annual Growth					
	Number of Annual 2009-10 Testers	Percent with Prior Test Scores	Number in Cohort	Number met AMAO1	Percent met AMAO1
District	2050	81.7%	1674	1141	68.2%
SSFHS	208	80.3%	167	100	59.9%

AMAO 2 – Attaining English Proficiency						
Less Than 5 Years				5 Years or More		
	Number in Cohort 2	Number Attain Eng. Prof. Level	Percent Attain Eng. Prof. Level	Number in Cohort	Number Attain Eng. Prof. Level	Percent Attain Eng. Prof. Level
District	1724	524	30.4%	665	403	60.6%
SSFHS	86	18	20.9%	127	76	59.8%

California English Language Development Test (CELDT) 2010-11					
Performance Level	9	10	11	12	Total
Advanced	(0.0%)	6 (11.0%)	11 (21.0%)	8 (21.0%)	25 (12.0%)
Early Advanced	23 (36.0%)	15 (28.0%)	19 (36.0%)	15 (39.0%)	72 (35.0%)
Intermediate	31 (48.0%)	17 (32.0%)	12 (23.0%)	7 (18.0%)	67 (32.0%)
Early Intermediate	2 (3.0%)	7 (13.0%)	7 (13.0%)	4 (11.0%)	20 (10.0%)
Beginning	8 (13.0%)	8 (15.0%)	4 (8.0%)	4 (11.0%)	24 (12.0%)
Number Tested	64 (100%)	53 (100%)	53 (100%)	38 (100%)	208 (100%)

California English Language Development Test (CELDT) 2009-10					
Performance Level	9	10	11	12	Total
Advanced	2 (4.0%)	2 (6.0%)	4 (8.0%)	2 (7.0%)	10 (6.0%)
Early Advanced	21 (47.0%)	15 (42.0%)	17 (35.0%)	14 (47.0%)	67 (42.0%)
Intermediate	14 (31.0%)	14 (39.0%)	13 (27.0%)	12 (40.0%)	53 (33.0%)
Early Intermediate	6 (13.0%)	2 (6.0%)	11 (22.0%)	1 (3.0%)	20 (13.0%)
Beginning	2 (4.0%)	3 (8.0%)	4 (8.0%)	1 (3.0%)	10 (6.0%)
Number Tested	45 (100%)	36 (100%)	49 (100%)	30 (100%)	160 (100%)

California English Language Development Test (CELDT) 2008-09					
Performance Level	9	10	11	12	Total
Advanced	7 (13.0%)	1 (2.0%)	(0.0%)	(0.0%)	8 (4.0%)
Early Advanced	20 (38.0%)	29 (47.0%)	23 (50.0%)	7 (29.0%)	79 (43.0%)
Intermediate	18 (35.0%)	20 (32.0%)	14 (30.0%)	10 (42.0%)	62 (34.0%)
Early Intermediate	5 (10.0%)	3 (5.0%)	7 (15.0%)	3 (13.0%)	18 (10.0%)
Beginning	2 (4.0%)	9 (15.0%)	2 (4.0%)	4 (17.0%)	17 (9.0%)
Number Tested	52 (100%)	62 (100%)	46 (100%)	24 (100%)	184 (100%)

English Learners (EL) students were formerly known as Limited-English-Proficient or LEP. EL students are those students for whom there is a report of a primary language other than English on the state-approved *Home Language Survey* and who, on the basis of the state approved oral language (grades K-12) assessment procedures (including literacy), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. Fluent-English-Proficient (FEP) students' primary language is other than English and who have met the district criteria for determining proficiency in English.

2009-10 Percent of students Re-designated				
School Year	Enrollment	English Language Learners	Fluent-English-Proficient Students	Students Redesignated FEP
2009-10	1517	267 (17.6 %)	628 (41.4 %)	1 (.05 %)
2008-09	1545	217 (14.0 %)	682 (44.1 %)	0 (0.0 %)
2007-08	1570	170 (10.8 %)	768 (48.9 %)	31 (23.0 %)

These students are re-designated according to the multiple criteria, standards, and procedures adopted by the district.