

**California Academic Partnership Program (CAPP)
California High School Exit Exam (CAHSEE)**

**Final Report:
Farmersville High School**

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FARMERSVILLE HIGH SCHOOL

Description of the School and Student Population

Farmersville High School is situated in the town of Farmersville, which is located in California's central valley in Tulare County, just south of the city of Visalia. The largely agricultural economic base supports the region's large migrant population and makes up the majority of its residents. These individuals and families travel to the central valley to work on the massive farms. As a result many students are transient, moving with their families to find work.

As of the 2000 census, there were 8,737 people, 2,151 households, and 1,854 families residing in the city of Farmersville. The racial makeup of the city was 72 percent Hispanic or Latino, 25 percent White, and 3 percent Native American. The median household income was \$27,682, and 23.6% of the population were below the poverty line, including 37.3 percent of those under age 18.

The majority of the student population at Farmersville High School was Hispanic or Latino throughout the six years of the CAPP CAHSEE grant. Hispanic/Latino students formed 85 percent of the school enrollment in 2000-01 and 91 percent in 2007-08, a 6 percentage point increase. White students comprised the second largest racial group representing 14 percent of the student population in 2000-01 and 8 percent in 2007-08, a 6 percentage point reduction. Fluent English Proficient (FEP) students experienced the greatest growth from 14 percent in 2000-01 to 51 percent in 2007-08, a 37 percentage point increase. There was a 21 percentage point reduction in the English Learners (EL) student enrollment from 45 percent in 2000-01 to 24 percent in 2007-08. In addition, there was a 19 percentage point reduction in the enrollment of students who were Redesignated as Fluent English Proficient (RFEP) from 35 percent in 2000-01 to 16 percent in 2007-08. The majority of students at Farmersville High School were low income; in 2000-01, 85 percent of the students at Farmersville High School qualified for free and reduced priced meals, and about 82 percent qualified in 2006-07 (a 3 percentage point reduction).

Table 1

*Student Demographics by Ethnicity and Language Proficiency (2000-01 through 2007-08):
Farmersville High School*

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total Enrollment	517	526	512	569	562	584	610	612
Student Race/Ethnicity								
African American	0%	0%	0%	0%	0%	0%	0%	0%
American Indian/ Alaskan Native	0%	0%	0%	0%	0%	0%	0%	0%
Asian	1%	0%	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%	0%	0%
Hispanic or Latino	85%	84%	85%	86%	88%	87%	89%	91%
Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%
Caucasian/White (not Hispanic)	14%	15%	13%	12%	10%	10%	10%	8%
Multiple or No Response	1%	0%	1%	1%	1%	2%	1%	1%
Language Proficiency								
English Learners	45%	40%	35%	34%	32%	29%	25%	24%
Fluent English Proficient	14%	25%	29%	30%	32%	40%	43%	51%
Redesignated as Fluent English Proficient	35%	18%	17%	9%	12%	20%	12%	16%

Data source: <http://data1.cde.ca.gov/dataquest>

Note: Percentages are rounded to the nearest whole number. Therefore, totals do not necessarily add to 100%.

The Academic Performance Index (API) of FHS was 483 in 2000-01. FHS met both its schoolwide and comparable improvement growth targets that year, as well as performance targets for Hispanic/Latino students. In 2001-02, the 10th grade ELA CAHSEE pass rate was 30 percent and the math CAHSEE pass rate was 12 percent. There were 1,089 students enrolled in all A through G courses in 2002, with 82 percent passing with a grade C or better. Among FHS graduates, the English A through G pass rate was 87 percent and the math pass rate was 79 percent in 2002.

When the Farmersville High School CAPP CAHSEE project was launched in SY 2000-01, there were 93 twelfth graders enrolled. Of these students, fifteen percent took the SAT; the average verbal score was 347 and the average math score was 411, with an average total score of 758. Of the 92 twelfth grade students, 78 graduated, representing an 85 percent graduation rate; the NCES graduation rate was 76 percent. Of the graduates, thirteen percent were eligible for admission into the University of California (UC) or California State University (CSU) in 2000-01. The data on college admission showed that one graduate went to UC, six went to CSU, and 16 went to community colleges. There were 10 dropouts in 2000-01, a 1.9 percent dropout rate.

Description of Farmersville High School CAPP CAHSEE Project

Project Objectives, Activities, and Focus

During the initial phases of the grant, FHS placed special emphasis on both math and English/language arts (ELA) to prepare its lowest performing students for the CAHSEE. This dual focus remained consistent throughout their participation in the CAPP CAHSEE project. Additionally, FHS and FJHS focused on vertical teaming efforts and information sharing across the two school sites for early identification of at-risk students. The high school also concentrated efforts on lateral teams within the school to align the curricula to state standards and teacher professional development.

Project Leadership and Staffing

Farmersville High School was affected by several district and school level administrative changes that had an impact on CAPP CAHSEE project implementation and goal attainment (see Table 2.) At the end of SY 2002-03, Judy Lucas, the principal of Farmersville High School and the original CAPP project director, transferred to a new district elementary school. Over the summer, there were also major changes at the school board level. A new school board was elected. The new board hired a new superintendent, but then dismissed him – along with the assistant superintendent – after only eight days. In the summer of 2004, two school board members were recalled in an election and replaced. Two more board members, including the board president, faced a recall in November 2004.

During Spring 2005, FHS principal Robert Taylor, who also served as the CAPP project director, transferred to a continuation high school. The vice principal, Carlos Vega, was appointed as the interim principal until late May. In the fall of 2005, Carlos Vega was confirmed as principal. This transition was difficult for FHS due to the abrupt changes in senior administration and the uncertainty of permanent leadership until late in the school year. Then, shortly after Vega's confirmation as the new principal, he was placed on administrative leave amidst allegations of misconduct. As a result, the new assistant principal – Nancy Ruble – became the acting principal and took over as director of the CAPP CAHSEE project, to which she was very dedicated. However, when Vega was reinstated in the spring semester and returned to the campus to complete the 2005-06 school year, he took over the reigns of the CAPP CAHSEE project. Ruble resumed her role as assistant principal, but tensions between the two administrators and conflicts between faculty members due to historical alignments and loyalties created considerable tensions throughout the school and had a negative impact on the project.

Finally, the school board decided not to renew the contracts for FHS principal Vega and assistant principal Ruble for SY 2006-07. In summary, FHS had a new principal each year of the CAPP CAHSEE grant. These constant changes in administration created political havoc and made consistent implementation of the CAPP CASHEE grant nearly impossible.

Table 2

Leadership Changes during the Course of the CAPP CAHSEE Project: Farmersville High School

Name	Role(s) in CAHSEE Project	Role(s) in School/District	Year(s) in Role	Reason for Change
SY 2002-03				
Judy Lucas	CAPP Project Director	Principal, Farmersville High School	2000-01 to 2002-03	Transferred to a new elementary school
SY 2003-04				
Leeni Mitchell	CAPP Project Director	Principal, Farmersville High School	2003-2004	Transferred to the district office
SY 2004-05				
Robert Taylor	CAPP Project Director	Principal, Farmersville High School	September 2004- March 2005	Transferred to a continuation high school; Vice Principal Carlos Vega was appointed as the Interim Principal at Farmersville High School
SY 2005-06				
Carlos Vega	CAPP Project Director	Interim Principal, Farmersville High School	March 2005- May 2005	Appointed as Interim Vice Principal when Robert Taylor transferred to a continuation high school
Carlos Vega	CAPP Project Director	Principal, Farmersville High School	May 2005- October 2005	Was put on administrative leave in October 2005 and then reinstated as principal in March 2006
Nancy Ruble	CAPP Project Director	Vice-Principal, Farmersville High School	October 2005-March 2006	Was appointed as the Acting Principal when Vega was on administrative leave; Left when the district did not renew her contract in March 2006
SY 2006-07				
Carlos Vega	CAPP Project Director	Principal, Farmersville High School	March 2006- May 2007	Reappointed as principal and then left in May 2007 because the district did not renew his contract
Ernie Flores	CAPP Project Director	Principal, Farmersville High School	August 2006-May 2007	Appointed as the principal when the district did not renew Vega's contract

Partnerships and Collaboration

The Farmersville Unified School District (FUSD) CAPP CAHSEE collaboration originally consisted of a partnership between Farmersville High School (FHS), Farmersville Junior High School (FJHS), California Community College of the Sequoias (COS) and Chapman University (CU). Over the years, the collaborative between FHS, FJHS, COS and CU shifted as did the goals of the project. Initially, the FUSD collaborative focused on creating working relationships between the partners. However, the conflict in the superintendent's office and the constant administrative changes in high school administration made collaboration with the higher education partners very difficult. As a result, Chapman University became an inactive partner, while California Community College of the Sequoias (COS) participated in only a few college-going activities throughout the school year. Without consistent leadership at the high school, it was nearly impossible to maintain collaboration with the postsecondary college partners.

The CAPP CAHSEE grant provided time for teachers at Farmersville High School (FHS) and Farmersville Junior High School (FJHS) to meet regularly and establish collegial relationships. The math departments at the two schools worked together prior to the CAPP CAHSEE grant and had a relatively well-established working relationship. Consequently, the additional planning time allowed through CAPP funds helped make their preexisting relationship stronger. Although the English/language arts (ELA) teachers were initially enthusiastic about the possibility of articulation between the schools, they failed to make much progress during the first few years of the project.

The ELA departments of the two schools also had difficulty aligning their curriculum, agreeing on assessment, and collaborating on their reading and writing programs. During the second year of implementation in 2003-04, the ELA departments at both FHS and FJHS recognized the importance of collaboration. The junior high school ELA department began to share their writing proficiencies and rubrics. As a result, FHS aligned their curriculum with the FJHS writing process and shared their standard-based rubrics and methods of peer revision. However, ongoing tensions between teachers in the FHS English department made intra- and interdepartmental collaboration difficult.

Implementation: Activities and Issues, SY 2001 – 2007

In this section, we describe and analyze the implementation of program activities and services at the Farmersville Unified School District (FUSD) CAPP CAHSEE site from SY2000-01 through SY2006-07. For the past three years, we worked with FUSD CAPP CAHSEE project leaders to develop logic models that aligned program activities to the CAPP CAHSEE

overarching goals and project-specific measurable objectives and outcomes. In the process, we learned that each activity being implemented typically addressed multiple and objectives. Consequently, we focus on three major areas – professional development, curriculum and instruction, and student support and remediation – and analyze how each area supported the CAPP CAHSEE overarching goals and FUSD CAPP CAHSEE project’s specific objectives. We describe how and why implementation changes were made over the six years, and document the outcomes and progress made toward CAPP CAHSEE goals and project-specific objectives. In addition, we describe challenges faced by the FUSD CAPP CAHSEE project in implementing the program activities and services, as well as how they were addressed.

Professional Development

Through the CAPP CAHSEE grant, staff at FUSD CAPP CAHSEE project participated in two types of professional development activities: (1) school-level professional development initiated, facilitated, or implemented by school staff and teachers; and (2) Instructional Leadership Initiative (ILI).

School-Level Professional Development

A critical focus of the Farmersville Unified School District (FUSD) CAPP CAHSEE project was to encourage continued professional development activities in the math and English Language arts departments. Specifically, professional development activities were focused on helping teachers improve their instructional practices, facilitate analysis of data, and/or change practices and programs to enable teachers to become more successful in preparing students to pass the CAHSEE. FHS staff participated in numerous professional development activities that included attendance at Advancement Via Individual Placement (AVID) and Advanced Placement (AP) conferences, English and Math Department Summer Institutes, the writing project at California State University Fresno, as well as a number of CAPP-sponsored professional development activities such as the ILI, Design Studios, and regional workshops.

Throughout the project, teachers from both the math and English departments attended AVID and AP conferences to increase their knowledge and skills to assist students in their preparation for college. During these conferences and workshops, FHS teachers worked with teachers from across the state to exchange ideas and gain knowledge about multiple topics to help students succeed. Specifically, teachers received information on innovative curriculum and professional development leading to equity and achievement, district-wide strategies for closing

the achievement gap, and unique collaborative models for effective school-wide academic reforms.

In May 2005, English and math department teachers participated in the development of a proposal for a Summer *Curriculum Institute*. Under the direction of Alice Kawazoe, the English teachers met to discuss their goals, plans, and desires for the future direction of the English department. In addition, through their work with the ILI, English teachers were able to identify both strengths and weaknesses of curriculum and instruction in the English department. Their next step was to come together and determine ways to close the gap between instruction and student achievement.

The goals of the Summer Institute were to: map the current, existing critical reading and writing curriculum for grades 9-12; identify gaps, repetition, overlap, and imbalance in critical reading and writing curriculum; develop a sequenced critical reading and writing curriculum for grades 9-12; identify, review, and incorporate existing critical reading and writing units into the curriculum; develop additional critical reading and writing units; and develop assessments and scoring guides (rubrics). The process of developing their goals and outcomes provided an important professional development opportunity for the English teachers. As they were forced to critically examine the intra- and inter-workings of their department, they developed specific measurable activities to improve their practices. Participation in these workshops helped to strengthen the development of a professional learning community at FHS.

Likewise, the math department proposed a summer institute to continue development of standards-based instructional units for Algebra I. Assisted by Trudy Schoneman, the math department focused on: identifying the knowledge and skills students need to know and be able to do meet the standards; design standards-based assessments aligned to the curriculum standards; articulate the criteria for success and identify the characteristics of a high quality response; and develop a timeline to determine when units would be taught, and student work collected.

Instructional Leadership Initiative

In 2003, the FHS math and English departments were introduced to the Instructional Leadership Initiative (ILI), under the direction of Trudy Schoneman. The goal of the ILI was to develop the capacity for standards-based instruction at Farmersville and three other high schools participating in the CAPP CAHSEE project. The ILI process assisted the faculty of Farmersville High School's math and English departments to collaborate around designing and implementing standards-based instructional units, developing common assessments, and creating shared rubrics for assessing student work. Within the math department, the ILI work focused primarily on the

development of new math units, common assessments, and the revision of existing units using the ILI template.

The English department focused on implementing a pre-designed common assessment for all of their English classes with the exception of English Language Development (ELD) courses. The focus of the ILI within the English department was to encourage collaboration between teachers and to create an atmosphere that supported curriculum articulation, sequenced writing curriculum, common assessments, and scoring rubrics. Through work done with the ILI, the English department recognized the need for standardized instruction and grading within their department and worked on developing plans to begin to close the gaps.

Curriculum and Instruction

Math and English teachers at FHS were dedicated to improving and restructuring curriculum and instruction to meet the academic needs of students. Both departments tried to develop new ways of providing instruction to help close gaps between FHS performance and national and state performance. Over the years, there was continued debate at FHS regarding block versus traditional scheduling. The school primarily operated on a modified block schedule while teachers continued to disagree about the benefits and drawbacks of students only attending certain classes once or twice per week. With the constant school and district leadership changes, the debate over scheduling was not fully resolved.

English/Language Arts (ELA)

Reading

The English department decided to focus on strengthening 9th to 12th grade reading and writing skills. The English department created and implemented an instructional unit and common assessment on critical reading and writing. The department also developed units and common assessments for CAHSEE intervention courses. Additionally, an Accelerated Reader (AR) coordinator was hired in 2003-04. The CADRE period, which originally resembled the traditional homeroom period, was transformed into a reading period three days per week and test preparation one day per week. There was a heavy emphasis on AR and increasing literacy skills across the student body. The AR program was used to motivate students to read and diagnose reading levels on a consistent basis.

Curricular Alignment

During the 2004-05 school year, the ELA department was given a unit and a common assessment on critical reading and writing. ELA teachers then delivered the lesson to all ELA 9th to 12th grade classes and developed scoring rubrics. The English teachers also completed benchmarks for ELD and 9th to 12th grade students. Additionally, the teachers designed curriculum maps for each grade level. These maps assisted teachers in lesson planning, benchmarks, and assessments.

Mathematics

Targeted Interventions

The CADRE program was implemented to help students pass their Algebra course and prepare them for the CAHSEE. Students were reorganized into skill levels in the fall of 2003. The math teachers used the CADRE period to work with students with varying math skill levels and conducted intense targeted interventions. Although teachers and students felt that this intervention increased student's ability to pass their math classes, the CADRE period was decreased by 20 minutes, forcing the elimination of the program.

The creation of a yearlong Algebra course allowed for targeted intervention for students to pass the CAHSEE and for future academic success of students who have fallen behind. The math department also created two sections of CAHSEE math for 10th grade students who were identified as having difficulties in math. The course focused on CAHSEE skills and concepts that these students had not mastered. These CAHSEE math courses provided intensive instruction with individualized attention to each student. They also utilized consistent practice and test taking skills to help students pass the examination successfully.

Curricular Alignment

Within the math department, significant progress was made in aligning the curriculum to the math standards and developing common assessments. The work with the ILI provided the knowledge and structure that brought math department faculty together to accomplish their goals. During the 2004-05 school year, the math department refined several of their instructional units and assessments. This allowed math teachers to teach one instructional unit in all Algebra classes and administer a common assessment. Additionally, the math department worked collaboratively to develop standards-based instructional units and common assessment for each chapter of the Algebra text. The teachers worked diligently to ensure a coordinated instructional

program and curriculum for Algebra I that was based on the standards and unified throughout the department.

Student Support and Remediation

Remediation

FHS designed CAHSEE courses to prepare incoming students to pass the exam and offered remediation services for students who failed. During the 2004-05 school year, math and English teachers used a CAHSEE test preparation similar to the KAPLAN model. However, the revised FHS preparation model relied heavily on instruction presented by teachers. Math and English teachers visited all 10th grade cadres and taught test preparation skills and targeted standards reflected on the CAHSEE (Hot Standards) for both Algebra I and ELA. This intense preparation concentration was implemented for an entire month prior to the CAHSEE administration.

FHS math teachers also revised the Algebra IA and B courses, which were designed for at risk 9th grade math students, special education students, and 11th grade students who had not passed the CAHSEE. The courses were combined to provide students with a yearlong course and continued instruction. The uninterrupted sequence allowed teachers to support students through the curriculum and provide more targeted intervention.

Additionally, an after-school tutorial for ELA and math was offered to 11th and 12th grade students who had not passed the CAHSEE. This tutorial was offered in conjunction with the CAHSEE Academy held on two consecutive Saturdays for all 10th grade students as well as any student who had not yet passed the exam.

Tutoring

FHS teachers offered before and after school tutoring, as well as scheduled tutoring time in their classrooms throughout the week. Teachers encouraged students to attend tutoring sessions and made efforts to remind students of their tutoring appointments. After-school tutoring was available in math and English. Unfortunately, the teachers found that student attendance was not consistent, and that often the most needy students did not come. However, teachers were committed to developing an effective program for students and planned to implement some of the strategies they learned from other CAPP CAHSEE project schools at various CAPP-sponsored workshops.

Findings, Outcomes, and Analysis

In this section, we present findings and outcome related to the CAPP CAHSEE project activities and implementation described above. Because the project had various impacts and contributed to a variety of outcomes, we present and analyze our findings at three levels: student outcomes, teacher and staff outcomes, and schoolwide outcomes.

Student Outcomes

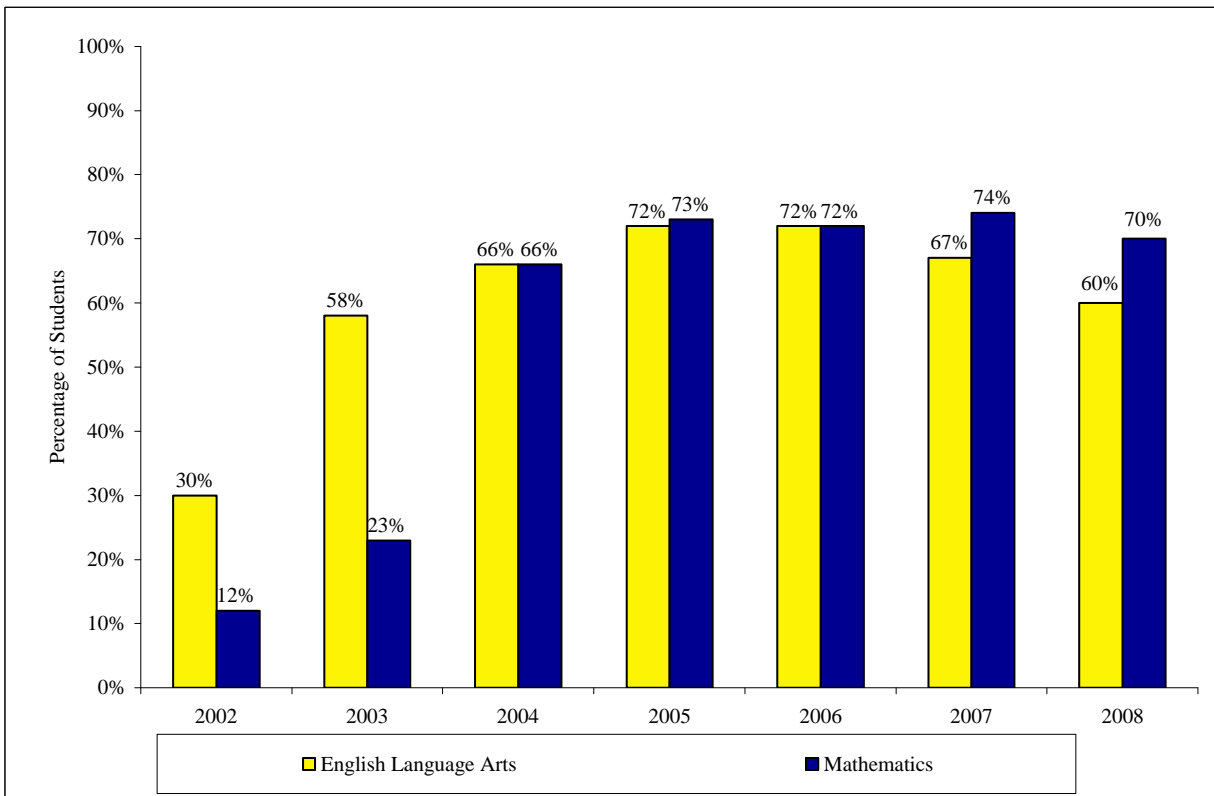
Student academic performance data from the California Department of Education (CDE) website, the California Postsecondary Education Commission (CPEC), and directly from Farmersville High school (FHS) were collected and analyzed throughout the CAPP CAHSEE project. The data tables and displays that follow include FHS student performance on the CAHSEE, A through G courses, and the SAT. Additionally, we include data on college preparedness, including eligibility for four-year postsecondary institutions as well as the number of students enrolling in college programs.

The California High School Exit Exam (CAHSEE)

Longitudinal analysis of 10th grade CAHSEE pass rates reveal that the FHS CAPP CAHSEE project made considerable progress toward the goal preparing all students to pass the CAHSEE at the end of 10th grade. As shown in Figure 1, FHS 10th graders made large gains in CAHSEE pass rates in both English/language arts (ELA) and math. In 2001-02, the 10th grade ELA CAHSEE pass rate was 30 percent and it increased by 30 percentage points to 60 percent in 2007-08. The math CAHSEE pass rate was 12 percent in 2001-02 and it increased to 70 percent in 2007-08, a 58 percentage point increase.

Figure 1

Tenth Grade CAHSEE Pass rate from 2001-02 to 2007-08: Farmersville High School



Data source: <http://data1.cde.ca.gov/dataquest>

Table 3 illustrates the longitudinal 10th grade ELA CAHSEE pass rates by major subgroups at FHS. Overall, there was 30 percentage point gain in the 10th grade ELA CAHSEE pass rate from 2001-02 to 2007-08. Hispanic/Latino students had a 28 percentage point gain from 32 percent in 2001-02 to 60 percent in 2007-08. The 10th grade ELA CAHSEE pass rate for Caucasian/White students was 67 percent in 2002-03 (the first year in which there was sufficient data) and then increased by 10 percentage points to 77 percent in 2006-07.

Disaggregation of the data by language proficiency showed that English Only (EO) students made a 57 percent gain in their 10th grade ELA CAHSEE pass rate from 67 percent in 2002-03 to 77 percent in 2006-07. The 10th grade ELA CAHSEE pass rate for students who were Redesignated Fluent English Proficient (RFEP) was 50 percent in 2001-02 to 82 percent in 2007-08, a 32 percentage point increase. There was a 14 percentage point reduction in the 10th grade ELA CAHSEE pass rate for English learners (EL), from 29 percent in 2001-02 to 15 percent in 2007-08.

Students who were socio-economically disadvantaged made a 37 percent gain in their 10th grade ELA pass rate, from 30 percent in 2001-02 to 67 percent in 2006-07. The available data

also showed an increase in the 10th grade ELA CAHSEE pass rate for students who were in special education from 7 percent in 2002-03 to 36 percent in 2004-05, a 29 percent gain.

Table 3

Tenth Grade English Language Arts CAHSEE Pass Rates by Major Subgroups¹ (2001-02 through 2007-08): Farmersville High School

	2001-02 ²	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Change from 2001-02 to 2007-08
Total Tenth Grade Pass Rate³	30%	58%	66%	72%	72%	67%	60%	30%
Student Race/Ethnicity								
Hispanic or Latino	32%	42%	66%	55%	48%	65%	60%	28%
Caucasian/White (not Hispanic)	*	67%	73%	73%	76%	77%	*	10%
Language Proficiency								
English Only	23%	59%	81%	73%	68%	80%	56%	33%
Redesignated as Fluent English Proficient	50%	88%	85%	83%	74%	82%	82%	32%
English Learners	29%	22%	40%	34%	29%	26%	15%	-14%
Additional Student Subgroups								
Socio-economically Disadvantaged	30%	45%	66%	72%	72%	67%	60%	30%
Special Education	*	7%	8%	36%	*	*	*	29%

Data source: <http://data1.cde.ca.gov/dataquest>

* To protect student privacy, the CDE does not report test results in categories with fewer than 10 students.

In comparison, Table 4 shows that all student subgroups made larger gains in their 10th grade math CAHSEE pass rate than in ELA CAHSEE. There was an overall 58 percentage point increase in the 10th grade math CAHSEE pass rate from 2001-02 to 2007-08. The 10th grade math CAHSEE pass rate for Hispanic/Latino students increased by 60 percentage points, from 11 percent in 2001-02 to 71 percent in 2007-08. There was a 42 percentage point increase in the 10th grade math CAHSEE pass rate for Caucasian/White students from 25 percent 2002-03 (where there was sufficient data) to 77 percent in 2006-07.

Disaggregation of the 10th grade math CAHSEE pass rate data by language proficiency indicated that English Only (EO) students had a 33 percentage point increase, from 23 percent in 2001-02 to 56 percent in 2007-08. The 10th grade math CAHSEE pass rate for Redesignated as Fluent English Proficient (RFEP) students increased from 50 percent in 2001-02 to 82 percent in 2007-08, an increase of 52 percentage points. There was a 14 percentage point decrease in the

¹ This table presents data for subgroups that constitute at least 5% of the students tested during this timeframe.

² There are no data for SY 2000-01 because 10th grade students were given the CAHSEE beginning in SY 2001-02.

³ Prior to SY 2004-05, 10th grade CAHSEE pass rate data are not disaggregated by subgroup. Therefore, the subgroup data for SY 2001-02, 2002-03 and 2003-04 may include students from other grades.

10th grade math CAHSEE pass rate of EL students, from 29 percent in 2001-02 to 15 percent in 2007-08.

Students who were socio-economically disadvantaged experienced a 30 percentage point gain in their 10th grade math CAHSEE pass rate, from 30 percent in 2001-02 to 60 percent in 2007-08. The 10th grade CAHSEE pass rate data on students in special education showed an increase of 25 percentage points, from 2 percent in 2002-03 (where there was sufficient data) to 27 percent in 2004-05. Consequently, we can infer that based on the available data on 10th grade ELA and math CAHSEE pass rates, the Farmersville Unified School District (FUSD) CAPP CAHSEE project is making progress towards preparing all students to pass their CAHSEE by the end of 10th grade.

Table 4

*Tenth Grade CAHSEE Math Pass Rates by Major Subgroups⁴ (2001-02 through 2007-08):
Farmersville High School*

	2001-02 ⁵	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	<i>Change from 2001-02 to 2007-08</i>
Total Tenth Grade Pass Rate⁶	12%	23%	66%	73%	72%	74%	70%	58%
Student Race/Ethnicity								
Hispanic or Latino	11%	19%	66%	58%	59%	75%	71%	60%
Caucasian/White (not Hispanic)	*	25%	83%	79%	70%	67%	*	42%
Language Proficiency								
English Only	10%	22%	78%	78%	68%	75%	70%	60%
Redesignated as Fluent English Proficient	23%	34%	85%	84%	83%	90%	82%	59%
English Learners	6%	10%	43%	33%	44%	44%	44%	38%
Additional Student Subgroups								
Socio-economically Disadvantaged	12%	20%	66%	73%	71%	74%	70%	58%
Special Education	*	2%	8%	27%	*	*	*	25%

Data source: <http://data1.cde.ca.gov/dataquest>

* To protect student privacy, the CDE does not report test results in categories with fewer than 10 students.

We also analyzed the 11th and 12th grade CAHSEE pass rates to determine whether the FUSD CAPP CAHSEE project was achieving the CAPP CAHSEE goal of providing support to students who failed to pass the CAHSEE in grade 10 so they will pass by grade 12 (see Table 5).

⁴ This table presents data for subgroups that constitute at least 5% of the students tested during this timeframe.

⁵ There are no data for SY 2000-01 because 10th grade students were given the CAHSEE beginning in SY 2001-02.

⁶ Prior to SY 2004-05, 10th grade CAHSEE pass rate data are not disaggregated by subgroup. Therefore, the subgroup data for SY 2001-02, 2002-03 and 2003-04 may include students from other grades.

Table 5

Eleventh and Twelfth Grade English/Language Arts and Math CAHSEE Pass Rates (2001-02 through 2006-07): Farmersville High School

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	<i>Change from 2001-02 to 2007-08</i>
English/Language Arts							
Eleventh Grade		26%		21%	15%		-11%
Twelfth Grade					28%		
Mathematics							
Eleventh Grade		18%		28%	32%		14%
Twelfth Grade					59%		

* To protect student privacy, the CDE does not report test results in categories with fewer than 10 students.

As illustrated by Table 5, 11th and 12th graders did not take the CAHSEE throughout the six years of the CAPP CAHSEE grant. They tended to take the CAHSEE in 2002-03, which aligned to the initial CAHSEE graduation requirement deadline, and then in 2004-05 and 2006-07 before the 2006 deadline. The available data showed that there was an 11 percentage point decrease in the 11th grade ELA CAHSEE pass rate from 26 percent in 2002-03 to 15 percent in 2005-06; but there was a 14 percentage point increase in the 11th grade math CAHSEE pass rate from 18 percent in 2002-03 to 32 percent in 2006-07. We are unable to determine if there were any gains made in the 12th grade CAHSEE pass rate because of the scarcity of data available. However, the low pass rates and declining ELA CAHSEE pass rate of 11th graders implied that the FUSD CAPP CAHSEE project may not be achieving the CAPP CAHSEE goal of providing support to students who failed the CAHSEE to do so by grade 12. In comparison, the increasing math CAHSEE pass rate of 11th grade students may be an indication that the project is more successful at addressing this CAPP CAHSEE goal in math.

Most of the Farmersville High School students who did not pass both parts of the CAHSEE in 10th and 11th grade did so by the end of the 12th grade. Moreover, the percentage of students who fulfilled the CAHSEE requirement by the end of their senior year increased each year since it became a graduation requirement for the Class of 2006. By the end of SY 2005-06, 94.1 percent of the Class of 2006 had fulfilled the CAHSEE requirement. By the end of SY 2006-07, 95.2 percent of the Class of 2007 had done so. Finally, 95.8 percent of the Class of 2008 had fulfilled the CAHSEE requirement by the time they graduated at the end of SY 2007-08.

A through G Course Completion and Pass Rate

The third CAPP CAHSEE goal focuses on whether CAPP CAHSEE projects ensure that students who passed the CAHSEE complete coursework leading to college preparation by the end of high school. To determine whether the FUSD CAPP CAHSEE project was able to meet or

make progress toward this goal, we collected and analyzed A through G course enrollment and performance data for FHS students over the course of the project.

The A-G course enrollment and pass rate data in Table 6 shows that despite increasing A-G course enrollment at FHS, there was a decline in the percentage of students who passed the courses with a C or better. In 2001-02, 1,089 FHS students were enrolled in all A through G courses with 480 enrolled in English A through G courses and 609 in math courses. Although the enrollment in English A through G courses increased by 6 students to 486 in 2006-07, the enrollment in math courses decreased to 453 in 2006-07 (a decline of 156 students).

The percentage of students who passed all A through G courses had a 10 percentage point reduction from 82 percent in 2001-02 to 72 percent in 2006-07. There was a 3 percentage point decrease in the English A through G pass rate from 87 percent in 2001-02 to 84 percent in 2006-07. Despite this reduction, FHS has still maintained a high English A through G pass rate. In contrast, there was a 19 percentage point reduction in the math A through G pass rate from 79 percent to 60 percent in 2006-07, whereby less than two-thirds passed math courses with a C or better.

Table 6

Number of Students Enrolled in A through G College Preparatory Courses and Percentage Passing With a Grade C or Better, By Ethnicity (2002 through 2007): Farmersville High School

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Change from 2002 to 2007
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Math & English	Total	1,089	795	822	1,017	949	939	82%	66%	60%	61%	54%	72%	-10%
Total for all English and Math A-G courses	Asian/Pacific Islander	32	10	8	7	4	2	94%	90%	90%	86%	75%	50%	-44%
	Caucasian/White	348	130	86	102	95	89	84%	72%	72%	62%	57%	76%	-8%
	Black/African Amer.	7	1	1	2	2	4	86%	100%	100%	50%	100%	50%	-36%
	Hispanic/Latino	702	654	716	898	848	832	81%	65%	65%	61%	53%	72%	-9%
	Native American	0	0	2	4	0	1	0%	0%	0%	25%	0%	100%	NA
English	Total	480	555	463	456	479	486	87%	78%	69%	71%	65%	84%	-3%
Math	Total	609	243	359	561	470	453	79%	40%	49%	54%	42%	60%	-19%

Data source: Farmersville Unified School District

Note: The percent change is calculated by subtracting the baseline (or earliest available) year's data from the most recent year's data.

Based on the district A through G course enrollment and pass rate data, we can infer that the FUSD CAPP CAHSEE project may be more successful at ensuring students who passed the CAHSEE completed and passed English courses that lead to college preparation by the end of high school than they are with the enrollment and passing in math A through G courses.

SAT Results, College Admission, and High School Dropout

As part of our evaluation, we also examined the SAT results, college admission, and dropout data to gain insights into whether the FUSD CAPP CAHSEE project created a college going culture at the high school. Table 7 shows that in 2000-01, there were 92 students in 12th grade and in 2006-07, the 12th grade enrollment increased by 41 students to 133.

Table 7

SAT Results (2000-01 through 2006-07): Farmersville High School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Change from 2000-01 to 2006-07
12 th Grade Enrollment	92	101	98	119	125	102	133	41
% Students Tested	15%	31%	17%	52%	35%	38%	37%	22%
Average Verbal Score	347	371	369	382	358	380	387	40
Average Math Score	411	395	385	426	389	427	418	7
Average Writing Score ⁷						388	392	4
Average Total Score (VM only)	758	766	754	808	747	804	805	47
% Students with Total Score > 1000 ⁸	14%	19%	6%	7%	14%	8% ⁹	5% ³	-9%

Data source: <http://data1.cde.ca.gov/dataquest>

Table 8 shows that in 2001-02, 15 percent of the 12th graders took the SAT, while 37 percent took the SAT in 2006-07, a 22 percentage point increase over the course of the project. However, the proportion of students taking the SAT declined from a high participation rate of 52 percent – just over half of all twelfth graders – in SY2003-04. SAT performance improved slightly over the course of the project. The average verbal score was 347 in 2001-02 and the average math score was 411, with an average total score of 758. In the two years that the SAT Writing Test was added, the average writing score increased from 388 in 2005-6 to 392 in 2006-

⁷ The SAT writing test was introduced in 2005-06.

⁸ Calculated as a percentage of 12th graders who took the test (not the entire 12th grade enrollment, as the CDE typically calculates this statistic).

⁹ With the addition of the SAT writing test, the combined score target increased to 1500 in 2005-06; thus this percentage is not strictly comparable to the data for previous years.

07 (a 4 point increase). In 2006-07, the average verbal score was 418 (a 7 point increase from 2001-02) and the average math score was 392 (a 4 point increase from 2001-02) so that the average total score was 805 (a 47 point increase from 2001-02).

In 2000-01, out of the 92 students who were in 12th grade, 78 students graduated, indicating an 85 percent graduation rate. (The NCES graduation rate was slightly lower at 76 percent.) In 2006-07, 117 out of the 133 seniors enrolled graduated, constituting an 88 percent graduation rate, a 3 percentage point increase from SY 2000-01. Using the NCES graduation rate formula, the graduation rate fluctuated from a low of 76 percent in SY 2000-01 to a high of 97 percent in SY 2003-04, and has declined steadily to 94 percent in SY 2006-07. However, as noted previously, because dropout data were collected at the student level beginning in SY 2006-07, and the NCES graduation formula includes dropout statistics, SY 2006-07 graduation data are not completely comparable with data from previous years. Overall, it appears that the FUSD CAPP CAHSEE project made some progress in terms of creating a college going culture and helping students prepare for college. As shown in Table 8, the percentage of Farmersville High School graduates who became eligible for UC/CSU admission – by taking and passing the full A-G course sequence – rose steadily over the course of the CAPP CAHSEE project. In SY 2000-01, only 13 percent of graduates were UC/CSU eligible; this proportion doubled to 26 percent by SY 2006-07.

Table 8

High School Graduation and Eligibility for UC/CSU (2000-01 through 2006-07): Farmersville High School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	<i>Change from 2000-01 to 2006-07</i>
12th Grade Enrollment	92	101	98	119	125	102	133	41
12th Grade Graduates	78	90	92	113	111	91	117	39
Graduation Rate ¹⁰	85%	89%	94%	95%	89%	89%	88%	3%
NCES Graduation Rate ¹¹	76%	84%	93%	97%	92%	91%	84%	8%
Percentage of UC/CSU Eligible Graduates	13%	21%	16%	22%	24%	26%	26%	13%

Data source: <http://data1.cde.ca.gov/dataquest>

The number of FHS graduates matriculating to higher education has increased substantially over the course of the CAPP CAHSEE project. Table 9 displays data on college admission among FHS graduates. In 2000-01, one graduate went to UC, six went to CSU, and 16 went to

¹⁰ This statistic is calculated by dividing the number of 12th grade graduates by the number of 12th graders enrolled.

¹¹ This graduation statistic, calculated by CDE based on NCES definitions that factor in dropout data is calculated as follows: Number of Graduates (Year 4) divided by [Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)]

community colleges. As shown, the number of FHS graduates going on to UC increased substantially over the course of the CAPP CAHSEE project, reaching a high of 7 students in SY 2004-05. Likewise, the number of graduates enrolling in CSU peaked at 18, also in SY 2004-05. The number of FHS graduates going to community colleges also increased substantially, reaching highs of 54 and 53, respectively, in SY 2003-04 and SY 2005-06.

Table 9

*Number of graduates going to UC, CSU, and Community Colleges (2000-01 through 2005-06):
Farmersville High School*

	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>Change from 2000-01 to 2005-06</i>
UC	1	1	2	3	7	2	1
CSU	6	3	4	12	18	12	6
Community Colleges	16	14	1	54	39	53	37

Data source: <http://www.cpec.ca.gov/OnLineData/SelectFinalOptions.asp>

The dropout rate at Farmersville High School has remained relatively low throughout the course of the CAPP CAHSEE project. As seen in Table 10, in 2000-01, there were 10 dropouts, representing a 1.9 percent dropout rate. The dropout rate reached a high in SY 2003-04, with 16 dropouts and a 2.8 percent dropout rate. In 2006-07, there were 12 students who dropped out, representing a 2 percent dropout rate. As noted above, beginning in 2006-07 dropouts data were collected at the individual student level for the first time, so the dropout data for this year are cannot be compared precisely with data from previous years. However, given that 2006-07 dropout statistics are likely more accurate than in previous years, it appears that the Farmersville High School CAPP CAHSEE project has been instrumental in keeping students enrolled and focused on graduation and, to some extent, college preparation.

Table 10*High School Dropout Data (2000-01 through 2006-07): Farmersville High School*

	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>Change from 2000-01 to 2006-07</i>
Number of Dropouts	10	15	7	16	12	7	12	2
Dropout Rate ¹²	1.9	2.9	1.3	2.8	2.1	1.2	2.0	0.1

Data source: <http://data1.cde.ca.gov/dataquest>

Teacher and Staff Outcomes

The CAPP CAHSEE grant clearly helped to support teacher collaboration in the math and English departments, which had been initiated with other funding sources. In the math department, as described earlier, faculty collaborated around developing curriculum units, agreeing on the most crucial content standards, common assessments, and scoring rubrics. Math teachers continued to collaborate around instruction in spite of ongoing changes in school and district leadership. Collaboration became such a valued practice that willingness to collaborate around instruction became an important criterion for hiring new math teachers. Through the ILI, English teachers became more focused on improving student achievement through their curriculum alignment efforts and the development of common assessments.

Schoolwide Outcomes

The CAPP CAHSEE project has helped Farmersville High School develop strategies to help students prepare for and pass the CAHSEE. In addition, the school has become increasingly focused on academics and college preparation. CAHSEE tenth grade pass rates, and the percentage of seniors passing the CAHSEE by the end of their senior year have increased. Efforts to improve standards-based instruction in math and English have helped ensure that students have opportunities to master key curriculum standards in their regular math and English courses. In addition, students have additional opportunities to prepare for the CAHSEE and master academic standards through before and after school tutoring as well CADRE classes and the CAHSEE Academy. Over the course of the CAPP CAHSEE project, more students have taken and passed the full A-G course sequence required for admission to UC and CSU, and an increasing number of students have matriculated directly to these four-year undergraduate programs. Farmersville High School's Academic Performance Index (API) increased from 483

¹² This is the 1-year dropout rate, based on NCES dropout criteria, which CDE adopted starting in 2002-03. The 1-year dropout rate formula is: (Number of Grade 9-12 Dropouts divided by Number of Grade 9-12 Enrollment) X 100.

in SY 2000-01 when the CAPP CAHSEE project began, to 624 at the end of the project in SY 2006-07. The high school met its schoolwide and comparable improvement growth targets, as well as its growth target for Hispanic/Latino students during these two years.

Institutionalization Issues

A number of practices and activities initiated and strengthened during the CAPP CAHSEE project appear likely to be institutionalized at Farmersville High School. There is strong teacher leadership in both the math and English departments, which will help to ensure that there is continued collaboration among teachers and a strong focus on making continued progress in implementing standards-based instruction. Faculty leadership and collaboration is particularly strong in the math department, where there has developed a commitment to faculty collaboration focused on curriculum and instruction. In addition, collaboration between math and English faculty of Farmersville High School and Farmersville Junior High School is likely to continue, as faculty and administrators see the value it has in terms of aligning curriculum and making good student placement and support decisions. Continued faculty leadership and ongoing collaboration to improve the quality of curriculum and instruction will continue to be very critical given the ongoing administrative and faculty turnover at the high school.

Farmersville High School math faculty will continue the collaborative process they learned through ILI professional development around developing common instructional units and assessments. This practice, along with their commitment to ongoing collaboration, has already helped to integrate newly hired faculty into the department and make sure that they are all teaching the same key standards.

A number of student support activities will continue at Farmersville High School. Some Farmersville High School teachers will continue to provide before and after school tutoring for students on a voluntary basis. Bilingual tutors will be engaged to help EL students prepare for the CAHSEE. In addition, Farmersville High will continue to provide a CAHSEE course or academy to help students prepare for passing the CAHSEE, and refer students needing additional support to summer school. Math and English faculty will help students prepare for the CAHSEE by using CDE study guides in CADRE classes.

Farmersville High School is likely to continue creating a more academically-oriented, college going culture. Farmersville High School faculty and staff appear committed to supporting students in preparing for college. Students are encouraged to take A-G courses as well as enroll in advanced placement courses. Students are increasingly encouraged to take the SAT, and the school has made an effort to provide information to students and their parents

about attending college, applying for grants and financial aid, and coordinate field trips so that students and their parents can visit colleges.

Summary, Conclusions and Recommendations

The Farmersville Unified School District (FUSD) CAPP CAHSEE project faced the major challenge of constantly changing school and district leadership throughout the six years of the grant. Despite these upheavals, the school has made progress in improving student academic performance, including CAHSEE pass rates and preparation for college. More students at Farmersville High School are preparing for and enrolling in higher education, including UC and CSU, as well as community colleges. Farmersville High School did not participate as fully in the CAPP CAHSEE initiative as it might have, due to the ongoing school and district leadership changes, which compromised the leadership and implementation of the project. However, participation in ILI training and support was very instrumental in helping to foster ongoing collaboration in the math and English-Language arts departments focused on developing common instructional units and assessments, and ensuring that standards were incorporated into curriculum and instruction. The math department has continued the work initiated during the project, which has improved the quality of curriculum and instruction, and brought cohesion and support to faculty members. Despite a high level of turnover in the English department, the ILI work has led to improved collaboration and communication between faculty members. Farmersville High School students have benefited from the school's increasing focus on academics, and the support provided to students most challenged by the CAHSEE. To continue the progress being made, we recommend that Farmersville High School:

Encourage more students to enroll in college preparatory math courses and support their success

Although the tenth grade math CAHSEE pass rate has greatly increased since SY 2001-02, data show that math A-G course enrollment numbers have declined over the course of the project. In addition, the pass rate in these college preparatory math courses has declined. We recommend that Farmersville High School administrators and faculty investigate why students who pass the math CAHSEE are not enrolling and passing the math A-G courses. Math faculty should develop and implement additional support and intervention strategies designed to increase student enrollment and performance in these courses.

Continue Collaboration in the English Department

We recommend that the English department faculty continue to collaborate as a department in the development of instructional units and common assessments. The nuances of ELA instruction made it difficult for English teachers to find a common starting point. However, the utilization of a common unit and assessment has a positive impact on the students.

Stabilize the District Administrative Structure

The changes to school and district leadership have been a major obstacle to consistent implementation of CAPP CAHSEE program activities at Farmersville. The need for stability at both levels, school and district, is apparent. Major leadership changes adversely affected the faculty, administration, and students. As noted previously, given that the FHS principal was also responsible for directing the CAPP CAHSEE project, the frequent high school leadership changes at the high school prevented the project from being fully implemented according to plan. FHS had a new principal each year of the CAPP grant and the constant changes in administration have made consistent implementation of the CAPP CAHSEE grant nearly impossible. Due to the dedication and involvement of key faculty members in the math and English departments – as well as the involvement of the principal of Farmersville Middle School – the CAPP CAHSEE project was able to make considerable progress despite the constant leadership changes and upheaval.

Appendices

Appendix A: Combined California High School Exit Exam (CAHSEE) Results by Ethnicity and Language Proficiency (2001- 2007) for Farmersville High School

Appendix B: Number of Students Enrolled in A through G College Preparatory Courses and Percentage Passing With a Grade C or Better, By Ethnicity (2002 through 2007) at Farmersville High School

Appendix A: Combined California High School Exit Exam (CAHSEE) Results by Ethnicity and Language Proficiency (2001- 2007) for Farmersville High School

	2001		2002		2003		2004		2005		2006		2007	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
ENGLISH LANGUAGE ARTS														
Total Students	159	43%	82	30%	239	45%	121	66%	219	58%	262	51%	164	67%
Ninth Grade	158	43%												
Tenth Grade			82	30%	140	58%	121	66%	157	72%	156	72%	164	67%
Eleventh Grade					99	26%			62	21%	74	15%		
Twelfth Grade											32	28%		
Unknown	1	*												
Race/Ethnicity														
African American	0	0%	0	0%	0	0%	0	0%	2	*	0	0%	0	0%
American Indian/Alaskan Native	0	0%	0	0%	0	0%	0	0%	1	*	1	*	0	0%
Asian	1	*	1	*	3	*	1	*	1	*	0	0%	0	0%
Filipino	0	0%	1	*	0	0%	0	0%	1	*	0	0%	0	0%
Hispanic or Latino	140	41%	68	32%	195	42%	109	66%	199	55%	236	48%	142	65%
Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Caucasian/White (not Hispanic)	18	56%	6	*	30	67%	11	73%	15	73%	25	76%	22	77%
Unknown	0	0%	6	*	11	27%	0	0%	0	0%	0	0%	0	0%
Language Fluency														
English Only	47	45%	22	23%	74	59%	32	81%	52	73%	74	68%	49	80%
Initially Fluent English Proficient	0	0%	1	*	0	0%	3	*	14	57%	6	*	4	*
Redesignated as Fluent English Proficient	22	91%	14	50%	41	88%	41	85%	58	83%	58	74%	68	82%
English Learners	90	30%	45	29%	123	22%	45	40%	95	34%	124	29%	43	26%
Unknown	0	0%	0	0%	1	*	0	0%	0	0%	0	0%	0	0%

	2001		2002		2003		2004		2005		2006		2007	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
MATHEMATICS														
Total Students	158	23%	110	12%	340	20%	122	66%	221	60%	246	60%	164	74%
Ninth Grade	158	23%												
Tenth Grade			110	12%	141	23%	122	66%	157	73%	156	72%	164	74%
Eleventh Grade					199	18%			64	28%	63	32%		
Twelfth Grade											27	59%		
Unknown														
Race/Ethnicity														
African American	0	0%	0	0%	0	0%	0	0%	2	*	2	*	0	0%
American Indian/Alaskan Native	0	0%	0	0%	0	0%	0	0%	1	*	1	*	0	0%
Asian	1	*	1	*	2	*	2	*	1	*	0	0%	0	0%
Filipino	0	0%	1	*	0	0%	0	0%	1	*	0	0%	0	0%
Hispanic or Latino	141	22%	89	11%	274	19%	108	66%	202	58%	216	59%	142	75%
Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White (not Hispanic)	16	31%	10	*	44	25%	12	83%	14	79%	27	70%	21	67%
Unknown	0	0%	9	*	20	20%	0	0%	0	0%	0	0%	1	*
Language Fluency														
English Only	45	24%	30	10%)	104	22%	32	78%	54	78%	73	68%	48	75%
Initially Fluent English Proficient	0	0%	1	*	0	0%	3	*	14	71%	4	*	4	*
Redesignated as Fluent English Proficient	22	59%	31	23%	86	34%	41	85%	57	84%	53	83%	68	90%
English Learners	90	13%	48	6%	148	10%	46	43%	96	33%	116	44%	43	44%
Unknown	1	*	0	0%	2	*	0	0%	0	0%	0	0%	1	*

* To protect student privacy, the CDE does not report test results in categories with fewer than 10 students.

Note: In 2001, only 9th graders took the CAHSEE (voluntary year). In 2003, 11th graders were tested because of the initial 2004 graduation requirement that students pass the CAHSEE. In 2002, 2004, and 2007, only 10th graders took the CAHSEE.

Appendix B: Number of Students Enrolled in A through G College Preparatory Courses and Percentage Passing With a Grade C or Better, By Ethnicity (2002 through 2007) for Farmersville High School

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2006
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Total for all English and Math A-G courses	Asian/Pacific Islander	32	10	8	7	4		94%	90%	90%	86%	75%		-19%
	Caucasian/White	348	130	86	102	95		84%	72%	72%	62%	57%		-27%
	Black/African Amer.	7	1	1	2	2		86%	100%	100%	50%	100%		14%
	Hispanic/Latino	702	654	716	898	848		81%	65%	65%	61%	53%		-28%
	Native American	0	0	2	4	0		0%	0%	0%	25%	0%		0%
	Other	0	0	9	4	0		0%	0%	67%	100%	0%		0%
Total		1,089	795	822	1,017	949		82%	66%	60%	61%	54%		-28%
Total	All English	480	555	463	456	479		87%	78%	69%	71%	65%		-22%
English 9P	Asian/Pacific Islander		2	3	0	1			100%	33%	0%	100%		0%
	Caucasian/White		14	16	9	17			64%	75%	33%	76%		12%
	Black/African Amer.		0	1	0	0			0%	100%	0%	0%		0%
	Hispanic/Latino		111	134	72	136			64%	63%	51%	65%		1%
	Native American		0	1	0	0			0%	--	0%	0%		0%
	Other		2	1	0	0			100%	100%	0%	0%		-100%
Total			129	156	81	154			67%	64%	49%	64%		-3%
AVID English 9P	Asian/Pacific Islander				0						0%			N/A
	Caucasian/White				6						100%			N/A
	Black/African Amer.				0						0%			N/A
	Hispanic/Latino				27						100%			N/A
	Native American				0						0%			N/A
	Other				0						0%			N/A
Total				33							100%			N/A
English 10P	Asian/Pacific Islander	0	1	2	2	0		0%	100%	100%	100%	0%		0%
	Caucasian/White	33	23	9	13	18		30%	91%	67%	85%	72%		42%
	Black/African Amer.	0	0	0	0	0		0%	0%	0%	0%	0%		0%
	Hispanic/Latino	84	103	75	127	127		90%	73%	61%	74%	60%		-30%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2006
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
	Native American	0	0	0	1	0		0%	0%	0%	--	0%		0%
	Other	0	0	2	2	0		0%	0%	100%	100%	0%		0%
Total		117	127	88	145	145		74%	76%	64%	75%	61%		-13%
English 10P GATE	Asian/Pacific Islander	2						100%						N/A
	Caucasian/White	15						100%						N/A
	Black/African Amer.	0						0%						N/A
	Hispanic/Latino	42						95%						N/A
	Native American	0						0%						N/A
	Other	0						0%						N/A
Total		59						98%						N/A
English 11P	Asian/Pacific Islander	2	0	0	1			100%	0%	0%	--			100%
	Caucasian/White	37	12	14	7			97%	67%	43%	29%			-68%
	Black/African Amer.	3	0	0	0			67%	0%	0%	0%			-67%
	Hispanic/Latino	95	61	79	67			89%	69%	56%	52%			-37%
	Native American	0	0	0	0			0%	0%	0%	0%			0%
	Other	0	0	0	0			0%	0%	0%	0%			0%
Total		137	73	93	75			91%	68%	54%	51%			-40%
English 11H	Asian/Pacific Islander		0	0	0	0			0%	0%	0%	0%		0%
	Caucasian/White		4	1	0	1			--	100%	0%	100%		0%
	Black/African Amer.		0	0	0	0			0%	0%	0%	0%		0%
	Hispanic/Latino		4	9	3	6			50%	100%	100%	100%		50%
	Native American		0	0	0	0			0%	0%	0%	0%		0%
	Other		0	0	0	0			0%	0%	0%	0%		0%
Total			8	10	3	7			25%	100%	100%	100%		75%
English 11HP	Asian/Pacific Islander	2	2			1		100%	100%			100%		0%
	Caucasian/White	8	8			7		88%	88%			71%		-17%
	Black/African Amer.	0	0			1		0%	0%			100%		100%
	Hispanic/Latino	22	22			82		86%	86%			52%		-34%
	Native American	0	0			0		0%	0%			0%		0%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2006
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
	Other	0	0			0		0%	0%			0%		0%
Total		32	32			91		88%	88%			55%		-33%
AVID English 11P	Asian/Pacific Islander			0	0					0%	0%			0%
	Caucasian/White			3	1					100%	0%			-100%
	Black/African Amer.			0	0					0%	0%			0%
	Hispanic/Latino			8	19					50%	79%			29%
	Native American			0	0					0%	0%			0%
	Other			0	0					0%	0%			0%
Total		0	16	11	20			0%	100%	64%	75%			75%
English 12P	Asian/Pacific Islander	2	0	0	1	0		100%	0%	0%	100%	0%		-100%
	Caucasian/White	27	9	10	9	6		93%	89%	90%	89%	83%		-10%
	Black/African Amer.	1	0	0	0	0		100%	0%	0%	0%	0%		-100%
	Hispanic/Latino	75	56	81	73	67		87%	96%	90%	82%	79%		-8%
	Native American	0	0	0	0	0		0%	0%	0%	0%	0%		0%
	Other	0	0	1	0	0		0%	0%	100%	0%	0%		0%
Total		105	65	92	83	73		89%	95%	90%	83%	79%		-10%
English 12AP	Asian/Pacific Islander	1		0				100%		0%				-100%
	Caucasian/White	15		1				87%		100%				13%
	Black/African Amer.	0		0				0%		0%				0%
	Hispanic/Latino	14		12				100%		100%				0%
	Native American	0		0				0%		0%				0%
	Other	0		0				0%		0%				0%
Total		30		13				93%		100%				7%
English Literature AP	Asian/Pacific Islander		0		0	0			0%		0%	0%		0%
	Caucasian/White		3		5	0			100%		100%	0%		-100%
	Black/African Amer.		0		0	0			0%		0%	0%		0%
	Hispanic/Latino		13		11	9			100%		91%	100%		0%
	Native American		0		0	0			0%		0%	0%		0%
	Other		0		0	0			0%		0%	0%		0%

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2006
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Total			16		16	9			100%		94%	100%		0%
Total	All Math	609	243	359	561	470		79%	40%	49%	54%	42%		-37%
Algebra P A/B	Asian/Pacific Islander	2						100%						N/A
	Caucasian/White	40						88%						N/A
	Black/African Amer.	0						0%						N/A
	Hispanic/Latino	101						52%						N/A
	Native American	0						0%						N/A
	Other	0						0%						N/A
Total		143						63%						N/A
Algebra I P	Asian/Pacific Islander	3						67%						N/A
	Caucasian/White	16						88%						N/A
	Black/African Amer.	0						0%						N/A
	Hispanic/Latino	42						76%						N/A
	Native American	0						0%						N/A
	Other	0						0%						N/A
Total		61						79%						N/A
Algebra P C/D	Asian/Pacific Islander	2						100%						N/A
	Caucasian/White	22						91%						N/A
	Black/African Amer.	0						0%						N/A
	Hispanic/Latino	61						79%						N/A
	Native American	0						0%						N/A
	Other	0						0%						N/A
Total		85						82%						N/A
Algebra 1A	Asian/Pacific Islander				0						0%			N/A
	Caucasian/White				12						92%			N/A
	Black/African Amer.				1						0%			N/A
	Hispanic/Latino				86						59%			N/A
	Native American				1						100%			N/A
	Other				0						0%			N/A

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2006
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Total					100						63%			N/A
Algebra 1B	Asian/Pacific Islander		1	3	2	1			100%	0%	50%	100%		0%
	Caucasian/White		10	20	27	29			0%	20%	41%	31%		31%
	Black/African Amer.		0	0	1	0			0%	0%	100%	0%		0%
	Hispanic/Latino		87	191	223	195			26%	34%	54%	39%		13%
	Native American		0	1	2	0			0%	--	--	0%		0%
	Other		1	2	0	0			0%	50%	0%	0%		0%
Total			99	217	255	225			24%	32%	52%	38%		14%
Geometry 10P	Asian/Pacific Islander	4	2	0	0	1		100%	50%	0%	0%	0%		-100%
	Caucasian/White	40	14	2	8	13		80%	50%	100%	25%	54%		-26%
	Black/African Amer.	0	0	0	0	0		0%	0%	0%	0%	0%		0%
	Hispanic/Latino	50	77	74	114	145		70%	36%	70%	39%	30%		-40%
	Native American	0	0	0	0	0		0%	0%	0%	0%	0%		0%
	Other	0	0	2	0	0		0%	0%	50%	0%	0%		0%
Total		94	93	78	122	159		76%	39%	71%	38%	25%		-51%
Algebra 2	Asian/Pacific Islander		0	0	1	0			0%	0%	100%	0%		0%
	Caucasian/White		4	6	1	3			100%	83%	100%	100%		0%
	Black/African Amer.		0	0	0	0			0%	0%	0%	0%		0%
	Hispanic/Latino		29	34	47	50			69%	82%	70%	82%		13%
	Native American		0	0	0	0			0%	0%	0%	0%		0%
	Other		0	1	2	0			0%	--	100%	0%		0%
Total			33	41	51	53			73%	80%	73%	83%		10%
Advanced Algebra	Asian/Pacific Islander	10						90%						N/A
	Caucasian/White	63						90%						N/A
	Black/African Amer.	3						100%						N/A
	Hispanic/Latino	81						86%						N/A
	Native American	0						0%						N/A
	Other	0						0%						N/A
Total		157						89%						N/A

Course	Race/Ethnicity	Number Enrolled						Percent Passing with C or better						Percent Change from 2002 to 2006
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007	
Math Analysis	Asian/Pacific Islander	1	0	0	0	0		100%	0%	0%	0%	0%		-100%
	Caucasian/White	18	1	3	2	1		94%	0%	100%	100%	100%		6%
	Black/African Amer.	0	0	0	0	1		0%	0%	0%	0%	100%		100%
	Hispanic/Latino	25	13	11	17	19		92%	77%	82%	65%	89%		-3%
	Native American	0	0	0	0	0		0%	0%	0%	0%	0%		0%
	Other	0	0	0	0	0		0%	0%	0%	0%	0%		0%
Total		44	14	14	19	21		93%	71%	86%	68%	90%		-3%
AP Calculus	Asian/Pacific Islander		0		0				0%		0%			0%
	Caucasian/White		1		2				100%		50%			-50%
	Black/African Amer.		0		0				0%		0%			0%
	Hispanic/Latino		3		12				100%		83%			-17%
	Native American		0		0				0%		0%			0%
	Other		0		0				0%		0%			0%
Total			4		14				100%		79%			-21%
Statistics AP	Asian/Pacific Islander	1		0		0		100%		0%		0%		-100%
	Caucasian/White	5		1		0		100%		100%		0%		-100%
	Black/African Amer.	0		0		0		0%		0%		0%		0%
	Hispanic/Latino	5		8		12		100%		88%		83%		-17%
	Native American	0		0		0		0%		0%		0%		0%
	Other	0		0		0		0%		0%		0%		0%
Total		11		9		12		100%		89%		83%		-17%

Data source: Farmersville High School

Note: The percent change is calculated by subtracting the baseline (or earliest available) year's data from the most recent year's data.