

## APPENDIX F SOMEWHERE ELEMENTARY SCHOOL PROFILE

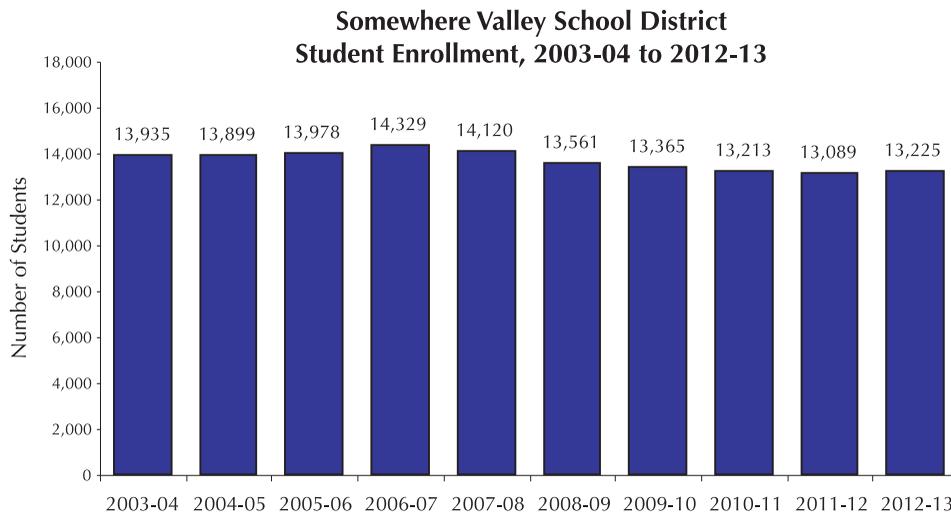
### DEMOGRAPHICS

Somewhere Elementary is a kindergarten through grade five school located in Somewhere Valley. Somewhere Elementary School is part of the Somewhere Valley School District, which in 2012-13, served 13,225 students in 19 schools: 9 elementary (K-5), 2 K-8 schools, 3 middle (6-8), 2 comprehensive high (9-12), and 3 alternative schools. In 2003-04, the district served 13,935 students. This decrease (after a few years of increases) in overall district enrollment is shown in Figure F-1.



- Look Fors:** Increasing, steady, or decreasing enrollment.
- Planning Implications:** Is there a need to expand or decrease district/school facilities, services, and/or staff? Are enrollment changes congruent with community population changes?

**Figure F-1**



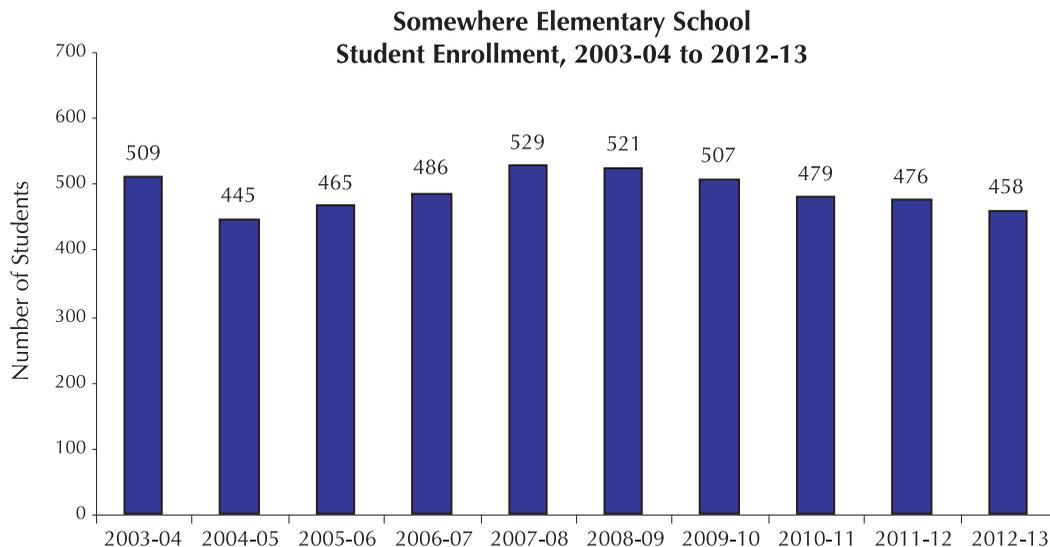
Somewhere Elementary School served 458 students in 2012-13, down 18 students from the previous year (Figure F-2). The lowest enrollment was 445 students in 2004-05; the highest was 529 in 2007-08.



**Look Fors:** Increasing, steady, or decreasing enrollment.

**Planning Implications:** Is there a need to expand or decrease facilities, services, and/or staff? Why is enrollment increasing or decreasing?

**Figure F-2**



The district student enrollment is shown in Figure F-3 by percent ethnicity. Figure F-4 shows the enrollment by percent ethnicity for the elementary schools in Somewhere Valley School District (excluding Somewhere School). Figure F-5 shows enrollment by percent ethnicity for Somewhere Elementary. In 2012-13, 59% of the district population was Caucasian ( $n=7,803$ ), and 26% was Hispanic ( $n=3,439$ ). The remaining student population was made up of 6% Asian ( $n=794$ ), 3.0% African-American ( $n=397$ ), 3% Filipino ( $n=397$ ), 0.5% Pacific Islander ( $n=66$ ), 0.5% American Indian ( $n=66$ ), and 2% Multiple/Other ( $n=265$ ) ethnicities. In 2012-13, elementary schools (Figure F-4), excluding Somewhere School, had 53.3% of the student population Caucasian ( $n=2,977$ ), 29.4% Hispanic/Latino ( $n=1,1,641$ ), 6.4% Asian ( $n=356$ ), 2.8% African-American ( $n=154$ ), 3.1% Filipino ( $n=174$ ), 0.6% Pacific Islander ( $n=33$ ), 0.5% American Indian ( $n=28$ ), and 4.0% Multiple/Other ( $n=223$ ) ethnicities.

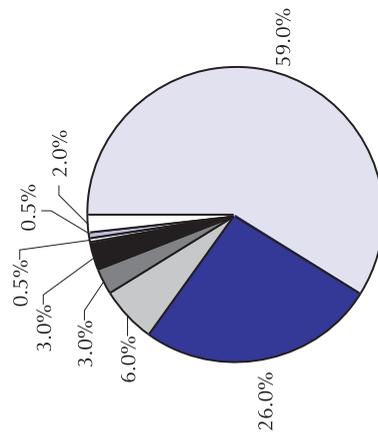
In 2012-13, 75.3% of Somewhere School students were Hispanic ( $n=345$ ) and 15.9% of students were Caucasian ( $n=72$ ). The remaining student population was made up of 0.9% Asian ( $n=4$ ), 1.5% (African-American ( $n=7$ ), 3.1% Filipino ( $n=14$ ), 0.2% American Indian ( $n=1$ ), and 3.3% Multiple/Other ( $n=15$ ).

**Look Fors:** Degree of diversity in the school/district population.  
**Planning Implications:** Are teachers prepared to meet the needs of students from all backgrounds? Are instructional materials geared for all students? Is there a need for diversity programs?



**Figure F-3**

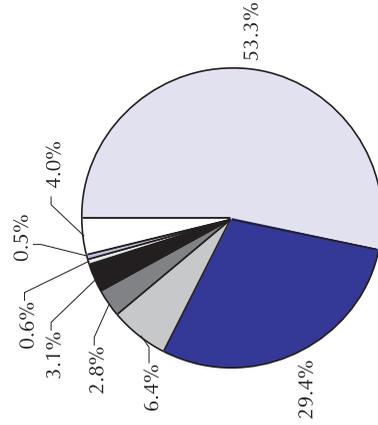
**Somewhere Valley School District  
 Student Enrollment by Percent Ethnicity  
 2012-13 (N=13,225)**



Caucasian (n=7,803)  
 Pacific Islander (n=66)  
 Asian (n=794)  
 African-American (n=397)  
 Filipino (n=397)  
 Pacific Islander (n=66)  
 American Indian (n=66)  
 Multiple/Other (n=265)

**Figure F-4**

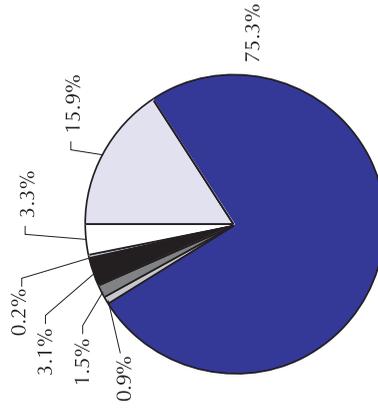
**Somewhere Valley School District  
 Elementary Student Enrollment by Percent Ethnicity,  
 Without Somewhere Elementary  
 2012-13 (N=5,586)**



Caucasian (n=2,977)  
 Hispanic/Latino (n=1,641)  
 Asian (n=356)  
 African-American (n=154)  
 Filipino (n=174)  
 Pacific Islander (n=33)  
 American Indian (n=28)  
 Multiple/Other (n=223)

**Figure F-5**

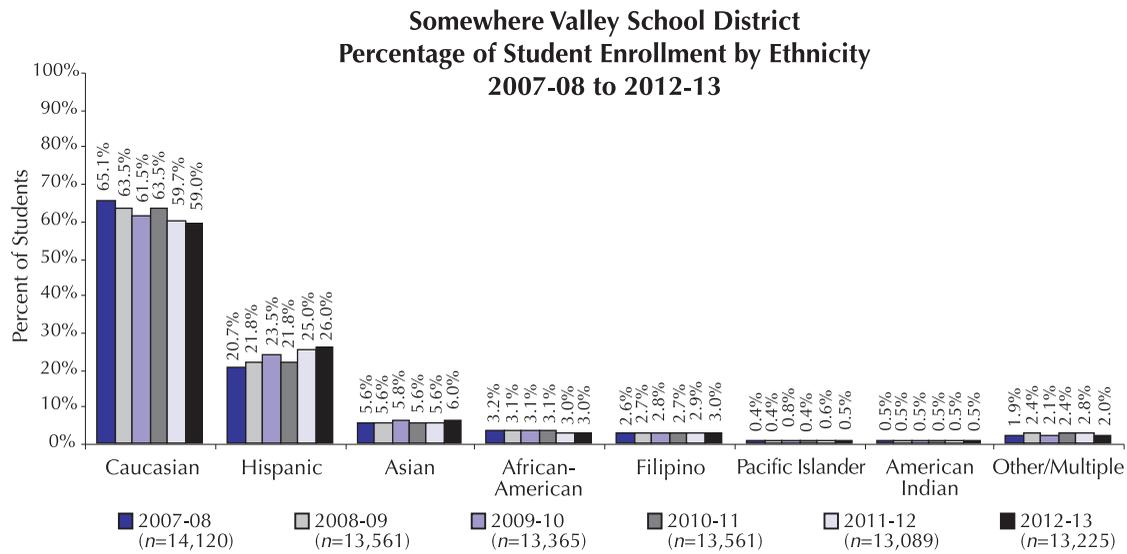
**Somewhere Elementary School  
 Student Enrollment by Percent Ethnicity  
 2012-13 (N=458)**



Caucasian (n=72)  
 Hispanic/Latino (n=345)  
 Asian (n=4)  
 African-American (n=7)  
 Filipino (n=14)  
 American Indian (n=1)  
 Multiple/Other (n=15)

The Somewhere Valley School District student enrollment by percent ethnicity since 2007-08 is shown in Figure F-6. The graph shows the diversity of students has changed very little over time, except the percentage of Hispanic/Latino students is increasing while the percentage of Caucasian students is decreasing.

**Figure F-6**



Over the past six years, as shown in Figure F-7, the percentage of Somewhere Elementary Hispanic/Latino students increased from 58.0% to 75.3%, increasing each year. The percentage of Caucasian students decreased from 27.6% to 15.9%, while the percentage of Asian students decreased from 3.4% to 0.9%, African-Americans from 3.4% to 1.5%, and Filipino students from 6.4% to 3.1%. The changes in the other groups were relatively minor.

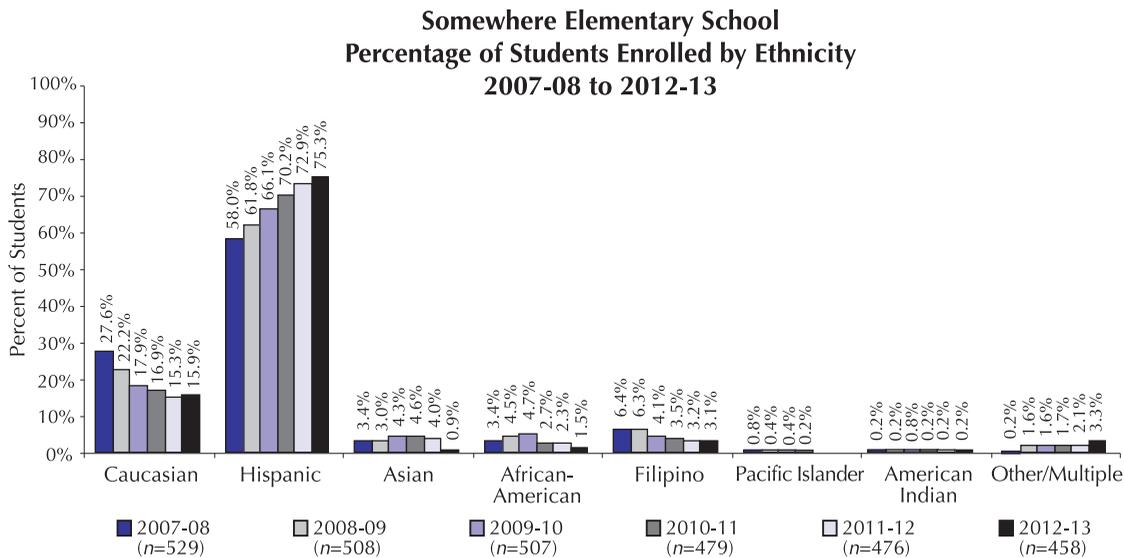
Figure F-8 shows the Somewhere Elementary School enrollment by ethnicity numbers.



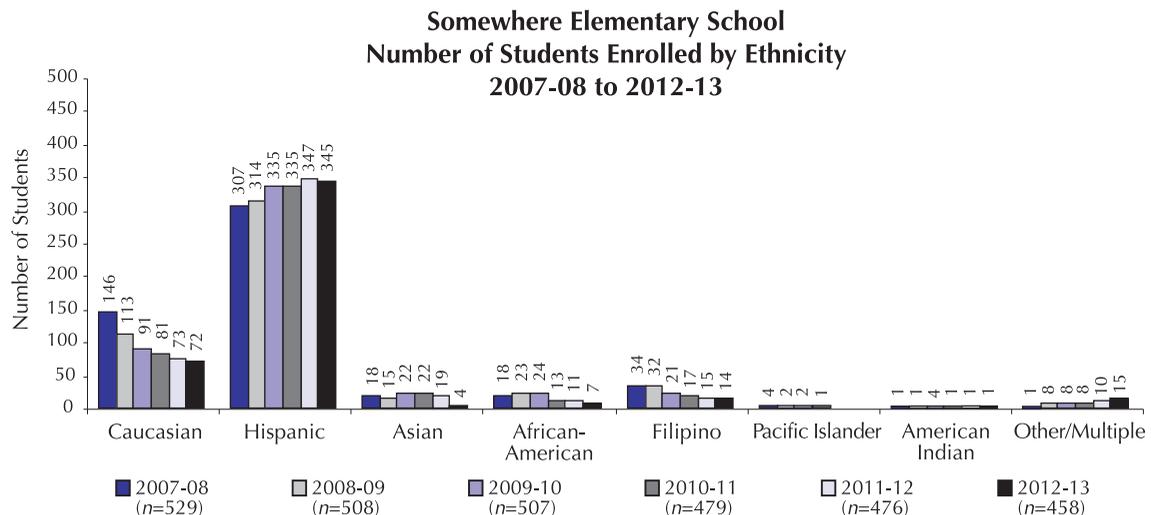
**Look Fors:** Changes in diversity over time.

**Planning Implications:** Is staff equipped to meet the needs of a changing population? What do staff need to know about diversity? Do instructional materials meet the needs of all the students?

**Figure F-7**



**Figure F-8**



One can see the fluctuations in the numbers within grade levels over time (Figure F-9). Looking at the same grade level over time is called *grade level analysis*. The total number of students in the school is shown in parentheses next to each year in the legend.



**Look Fors:**

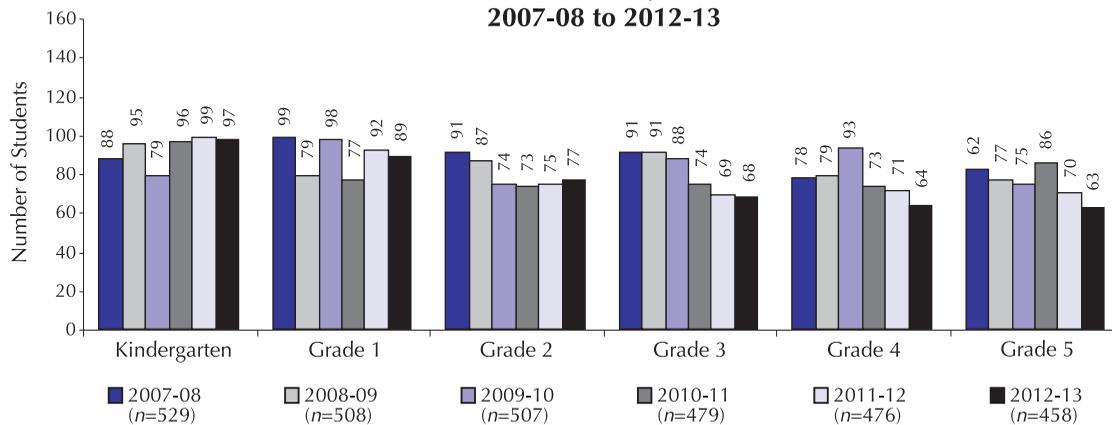
Consistency of numbers within and across grade levels.

**Planning Implications:**

Is there mobility within the school? Are enrollment fluctuations indicators of satisfaction with the services provided? What is the impact of grade-level enrollment on class size?

**Figure F-9**

**Somewhere Elementary School  
Student Enrollment by Grade Level  
2007-08 to 2012-13**



Reorganizing the data (Figure F-10) to look at the groups of students progressing through the grades together over time is called a *cohort analysis*. If we were looking at the exact same students (as opposed to the groups of students), the analysis would be called *matched cohorts*. Cohort A starts in kindergarten in 2006-07 and follows the group of students through grade five.

- Cohort A* Kindergarten 2006-07, grade one 2007-08, grade two 2008-09, grade three 2009-10, grade four 2010-11, grade five 2011-12.
- Cohort B* Grade one 2006-07, grade two 2007-08, grade three 2008-09, grade four 2009-10, grade five 2010-11.
- Cohort C* Grade two 2006-07, grade three 2007-08, grade four 2008-09, grade five 2009-10.
- Cohort D* Grade three 2006-07, grade four 2007-08, grade five 2008-09.
- Cohort E* Grade four 2006-07, grade five 2007-08.



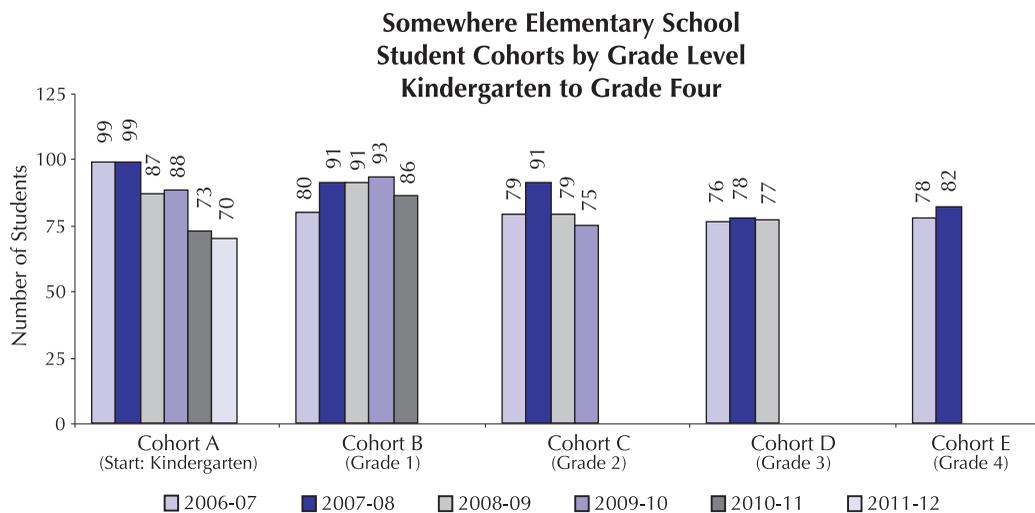
**Look Fors:**

Consistency of numbers within cohorts. The degree of mobility and stability.

**Planning Implications:**

Do cohort sizes differ greatly from year-to-year? Are additional programs needed, including services to welcome new students to, or to keep them in, the school system? Does the school understand the mobility, particularly why students leave?

**Figure F-10**



By analyzing grade level and gender, one can also see the fluctuations and the differences in the numbers and percentages of males and females over time, within any grade level (Figure F-11).



**Look Fors:** Fluctuations in enrollment across grade levels and gender over time.

**Planning Implications:** What are the enrollment fluctuations over time? Do instructional services and programs meet the needs by gender?

**Figure F-11**

**Somewhere Elementary School Enrollment  
Number and Percentage of Students by Grade Level and Gender, 2007-08 to 2012-13**

Grade Level	Gender	2007-08 (N=529)		2008-09 (N=508)		2009-10 (N=507)		2010-11 (N=479)		2011-12 (N=476)		2012-13 (N=458)	
Kindergarten	Male	43	49%	43	45%	43	54%	47	49%	48	49%	52	54%
	Female	45	51%	52	55%	36	46%	49	51%	51	52%	45	46%
Grade One	Male	46	47%	39	49%	49	50%	37	48%	42	46%	41	46%
	Female	53	54%	40	51%	49	50%	40	52%	50	54%	48	54%
Grade Two	Male	40	44%	35	40%	39	53%	35	48%	33	44%	33	43%
	Female	51	56%	52	60%	35	47%	38	52%	42	56%	44	57%
Grade Three	Male	46	51%	33	36%	35	40%	35	47%	33	48%	31	46%
	Female	45	50%	58	64%	53	60%	39	53%	36	52%	37	54%
Grade Four	Male	40	51%	36	46%	40	43%	34	47%	33	47%	30	47%
	Female	38	49%	43	54%	53	57%	39	53%	38	54%	34	53%
Grade Five	Male	45	55%	44	57%	31	41%	37	43%	27	39%	27	43%
	Female	37	45%	33	43%	44	59%	49	57%	43	61%	36	57%
<b>Totals</b>	Male	260	49%	230	45%	237	47%	225	47%	216	45%	214	47%
	Female	269	51%	278	55%	270	53%	254	53%	260	55%	244	53%

## Mobility

Figure F-12 shows the number of students who moved to or from the school zero, one, two, and more than three times between 2007-08 and 2012-13. Somewhere has a mobility rate of 28% for 2012-13—down from previous years (Figure F-13). School mergers are reflected in the high mobility in 2008-09.

*Note: Student mobility* is defined as students changing schools other than when they are promoted from one school level to the other, such as when students are promoted from elementary school to middle school, or middle school to high school. Somewhere School is looking to gather more specifics about mobility data, such as why students move.



**Look Fors:**

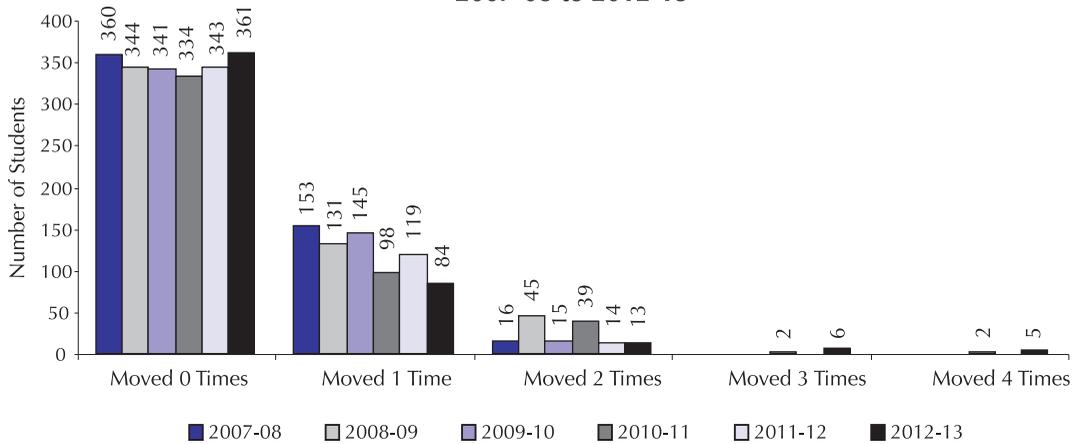
Fluctuations in mobility over time. Differences in mobility percentages over time.

**Planning Implications:**

Does the school need additional support or special services for students moving in and out? Does the school understand its mobility? Where do the students go? Does the school need a common curriculum? Are there effective transfer policies in place?

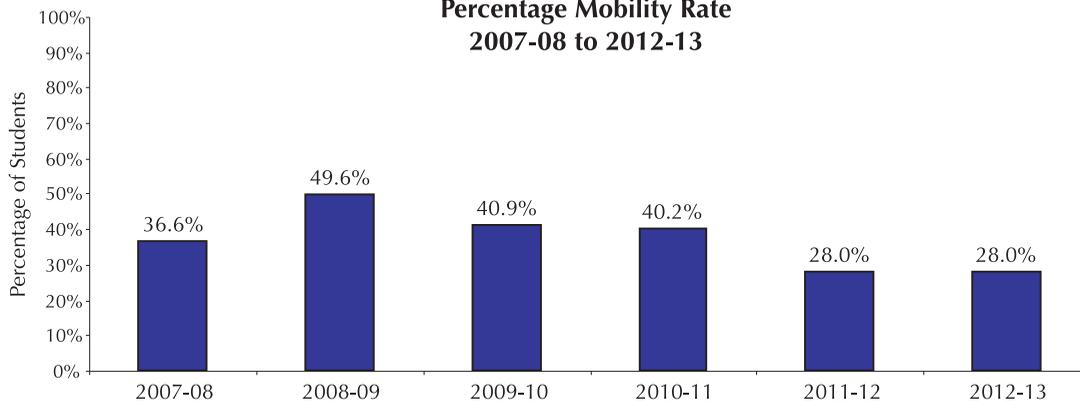
**Figure F-12**

**Somewhere Elementary School  
Student Mobility  
2007-08 to 2012-13**



**Figure F-13**

**Somewhere Elementary School  
Percentage Mobility Rate  
2007-08 to 2012-13**



### Open Enrollment Policy Change

It is easy to see the changes in the Somewhere student population over time. There are dramatic increases in the numbers and percentages of English Learners, Hispanic students, and students who qualify for free/reduced lunches (indicating an increased level of poverty at this school). Some of the changes in population may be due to a district open-enrollment policy that permits families to transfer to any school in the district. Some of the changes took place in 2007-08 when one elementary school was closed and two schools were merged.

### Attendance

Somewhere students have maintained an average yearly attendance rate of about 95% over the last six years. The data in Figure F-14 show the 2012-13 school attendance rate to have decreased, compared to the previous years. (*Note: The school noted a large number of students were absent in the winter of 2012-13, because of a flu virus.*) In 2012-13, Somewhere had a total of 3,062 absences and 2,759 tardies. In the same year, the total number of absences for the District was 110,796, with 96,814 tardies. Somewhere is working on an approach to display this information more meaningfully. They are also studying attendance dynamically on their dashboard (i.e., weekly, monthly, quarterly).



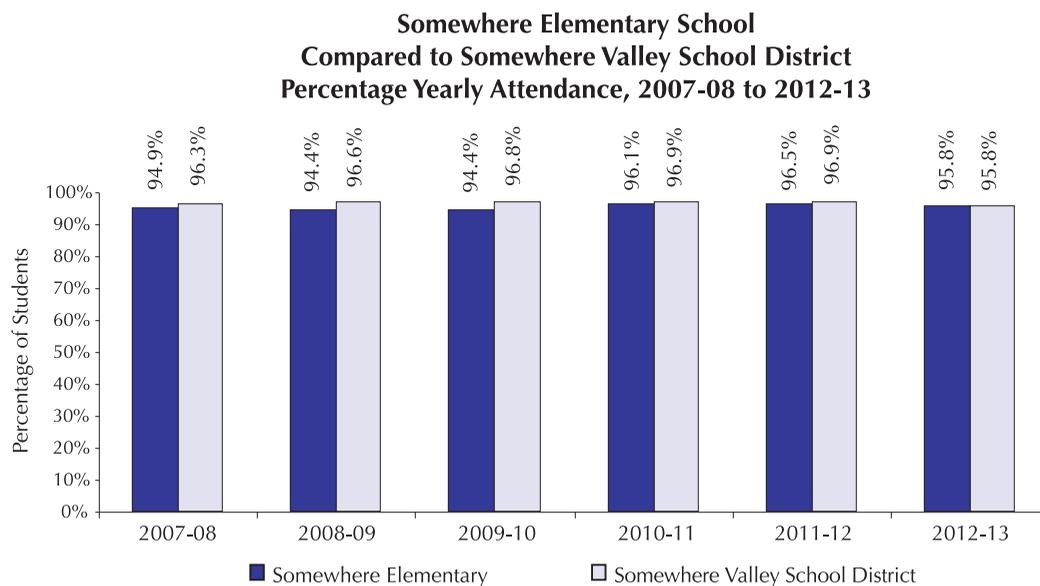
#### Look Fors:

High or low average student attendance. Decreasing or increasing attendance rates over time.

#### Planning Implications:

Why is student attendance *low* or *high*? Why are students missing school? When are students missing school? What can be done to improve attendance?

Figure F-14



## English Learners

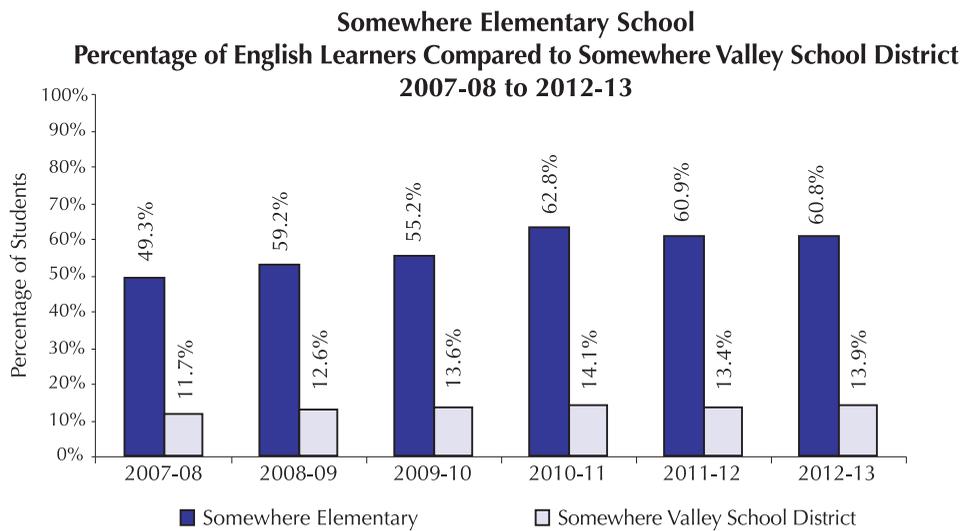
The number of English Learners (EL) by grade level has increased over time, as shown in Figure F-15. Somewhere’s student population of English Learners is nearly 4.5 times as many as the District. Ninety percent of English Learners speak Spanish. Other languages in small percentages include Filipino, Vietnamese, Farsi, Gujarati, Punjabi, Mandarin, Indonesian, and Hindi. There is no English Language Development Program at Somewhere Elementary School.



**Look Fors:** The increases/decreases in the number of English Learner populations.

**Planning Implications:** Are additional materials/programs needed to provide services to these students? Do staff need professional learning to meet these students’ needs? What are the implications for home school communications? What instructional strategies and approaches should staff use for this population?

Figure F-15



## Free/Reduced Lunch Status

Figure F-16 compares the percentage of Somewhere students qualifying for free/reduced lunch to the overall district and to the other elementary schools in the district. (Note: there are 8 other elementary schools in Somewhere Valley School District, including two K-8 schools.) The Somewhere School data show that over a six-year period, the total percentage of students qualifying for Free/Reduced Lunch has increased nearly 30%, from 54% of the school population in 2007-08, to 82% in 2012-13, an indicator of the increased number of families of low socioeconomic levels. Somewhere's free/reduced lunch student percentage is more than 3.5 times that of the district and the other elementary schools, on average. The majority of Somewhere School parents do not have high school educations.



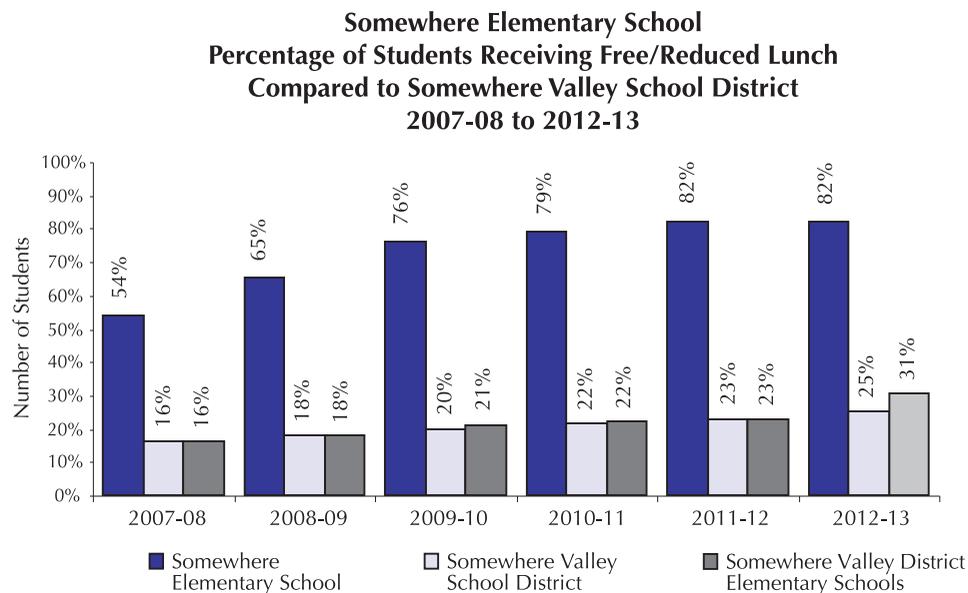
### Look Fors:

Increases/decreases in the percentage of free/reduced lunch students.

### Planning Implications:

Free/reduced lunch count is an indicator of poverty—or an indicator of the degree to which the school is tracking paperwork to get all qualified students signed up to take advantage of free/reduced lunch. Have all students who qualify for free/reduced lunch returned their forms? Do staff need professional learning to meet these students' needs? How do staff best prepare instruction and environment for this population?

Figure F-16



## Retentions

The number of Somewhere Elementary School students retained in a grade level has fluctuated over the past eight years, but has remained low (Figure F-17). No students at any grade level were retained in 2007-08. In 2008-09, 10 students were retained; 13 students in 2009-10; 6 students retained in 2007-08; and four students were retained in 2011-12. Two students (Kindergarten) were retained in 2012-13.



**Look Fors:**

Changes in numbers of retentions by grade level over time.

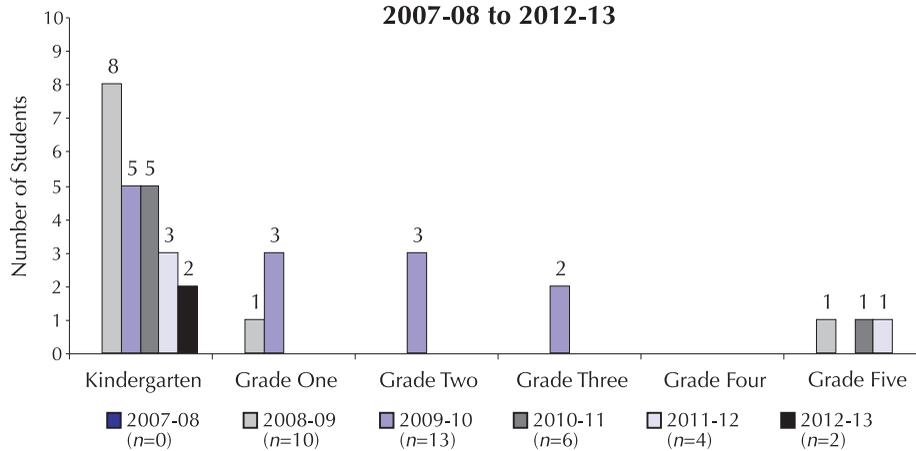
**Planning**

Who are the students that are retained and why? Is retaining helpful/effective? When do we retain?

**Implications:**

**Figure F-17**

**Somewhere Elementary School  
Number of Students Retained by Grade Level  
2007-08 to 2012-13**



### Special Education

Up to 2012-13, Somewhere Elementary School had been serving an increasing number of students classified as needing special education (SE) services. Not all identified students from Somewhere receive services at the school. Some receive services at other schools in the district. The majority of students receiving special education assistance were speech and language impaired, followed by specific learning disabilities. Sixty-four students (12% of the school enrollment) were classified as requiring special education services in 2012-13. Figure F-18 shows the numbers and percentages of students receiving special education services by primary disability for Somewhere, the District, and state. In 2012-13, Somewhere staff began implementing a comprehensive RtI system in English Language Arts (ELA).

**Look Fors:****Planning****Implications:**

Changes in the number and percentage of students qualifying for special education services over time in the school, district, and state..

Are the numbers increasing or decreasing? Are the services provided meeting the needs of students with learning disabilities? Do teachers have the professional learning required to work with these students?

**Figure F-18**  
Somewhere Elementary School Compared to the District and State  
Special Education Numbers by Primary Disability, 2010-11 to 2012-13

Primary Disability	2010-11						2011-12						2012-13					
	Somewhere School (N=59)		District (N=1,603)		State (N=677,875)		Somewhere School (N=57)		District (N=1,610)		State (N=677,875)		Somewhere School (N=54)		District (N=1,984)			
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number		
Intellectual disability			3.0%	48	6.4%	43,113			3.0%	48	6.3%	42,646	1.9%	1	2.9%	58		
Hard of hearing	1.7%	1	1.1%	18	1.3%	8,481	3.5%	2	1.2%	19	1.3%	9,016	1.9%	1	1.0%	19		
Deaf			0.1%	1	0.6%	4,185			0.1%	1	0.6%	4,162		0	0.2%	4		
Speech/language impairment	55.9%	33	39.6%	635	26.0%	176,256	50.9%	29	39.9%	643	25.5%	172,669	57.4%	31	40.1%	795		
Visual impairment	1.7%	1	0.7%	12	0.7%	4,530	1.8%	1	0.8%	13	0.7%	4,588			0.7%	13		
Emotional disturbance			3.8%	61	4.0%	27,199			4.3%	70	4.0%	27,124			4.4%	88		
Orthopedic impairment	1.7%	1	1.3%	21	2.3%	15,294	1.8%	1	1.4%	22	2.3%	15,404	1.9%	1	1.2%	23		
Other health impairment	3.4%	2	12.5%	200	7.0%	47,232	8.8%	5	12.7%	204	7.5%	50,614	13.0%	7	13.1%	259		
Specific learning disability	35.6%	21	31.4%	504	44.0%	297,933	33.3%	19	29.9%	482	43.0%	291,456	25.9%	14	29.8%	592		
Deaf-blindness					0.03%	204					0.03%	182						
Multiple disability			1.1%	18	0.8%	5,476			1.1%	18	0.8%	5,210			0.9%	17		
Autism			5.1%	18	6.8%	49,196			5.3%	85	7.8%	53,183			5.6%	112		
Traumatic brain injury			0.2%	4	0.3%	1,776			0.3%	5	0.3%	1,851			0.2%	4		

Figure F-19 compares the percentage of total student enrollment by ethnicity and special education, by ethnicity, for the district and school.



**Look Fors:**

The percentage of students qualifying for special education services by ethnicity, compared to the overall enrollment by ethnicity.

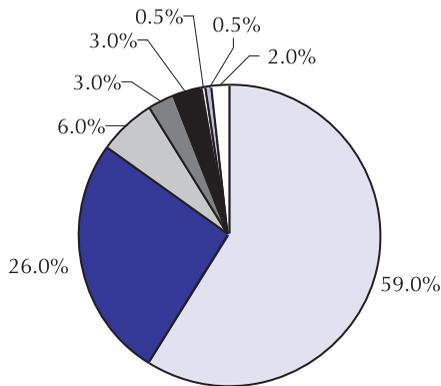
**Planning Implications:**

Are the percentages in special education disability numbers across ethnicities congruent with the ethnicity percentages for the district/school?

**Figure F-19**

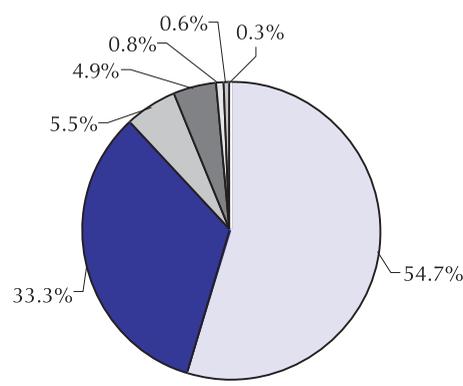
**Somewhere Valley School District Enrollment and Special Education Enrollment by Ethnicity**

**Enrollment by Percent Ethnicity  
2012-13 (N=13,225)**



- Caucasian (n=7,803)
- Filipino (n=397)
- Hispanic/Latino (n=3,439)
- Pacific Islander (n=66)
- Asian (n=794)
- American Indian (n=66)
- African-American (n=397)
- Multiple/Other (n=265)

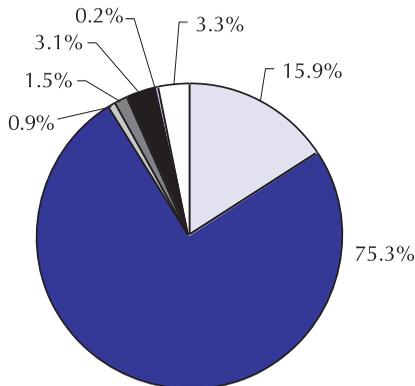
**Special Education by Percent Ethnicity  
2012-13 (N=1,984)**



- Caucasian (n=1,085)
- Pacific Islander (n=15)
- Hispanic/Latino (n=661)
- American Indian (n=11)
- Asian (n=109)
- Multiple/Other (n=5)
- African-American (n=98)

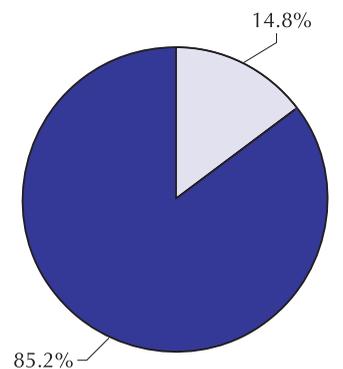
**Somewhere Elementary School Enrollment and Special Education by Ethnicity**

**Enrollment by Percent Ethnicity  
2012-13 (N=458)**



- Caucasian (n=72)
- Filipino (n=14)
- Hispanic/Latino (n=345)
- American Indian (n=1)
- Asian (n=4)
- Multiple/Other (n=15)
- African-American (n=7)

**Special Education by Percent Ethnicity  
2012-13 (N=54)**



- Caucasian (n=8)
- Hispanic (n=46)

Figure F-20 shows the number of district special education students by primary disability and ethnicity, over time, while Figure F-21 shows the same data for Somewhere Elementary School.



***Look Fors:*** Changes in the number of students qualifying for special education services, by type, by ethnicity, over time.

***Planning Implications:*** Is the number and percentage identified per ethnicity consistent with overall student population and, if so, how and why are students being identified for special education services? Are assessments used for eligibility determinations appropriate for the populations being assessed? Could there be some testing bias?

**Figure F-20**  
**Somewhere Valley School District**  
**Special Education Numbers by Primary Disability and Ethnicity, 2007-08 to 2011-12**

Primary Disability	Ethnicity	2007-08 (N=1,622)	2008-09 (N=1,581)	2009-10 (N=1,637)	2010-11 (N=1,603)	2011-12 (N=1,610)
Intellectual Disability	Asian	3	2	5	1	1
	Filipino	1	0	0	0	0
	Hispanic	18	17	15	12	18
	African-American	4	2	1	1	2
	Caucasian	35	41	37	34	27
	<b>Total</b>	<b>61</b>	<b>62</b>	<b>58</b>	<b>48</b>	<b>48</b>
Hard of Hearing	Asian	1	1	2	1	1
	Filipino	1	0	0	1	1
	Hispanic	0	0	1	5	7
	African-American	2	1	1	1	1
	Caucasian	6	8	7	10	9
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>11</b>	<b>18</b>	<b>19</b>
Deaf	Hispanic	0	1	0	0	0
	Caucasian	1	2	1	1	1
	<b>Total</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
Speech or Language Impairment	American Indian	0	0	1	2	4
	Asian	25	24	29	30	30
	Pacific Islander	0	1	5	4	3
	Filipino	17	18	21	21	19
	Hispanic	148	162	200	209	223
	African-American	29	24	20	26	18
	Caucasian	404	380	400	343	346
	<b>Total</b>	<b>623</b>	<b>609</b>	<b>676</b>	<b>635</b>	<b>643</b>
Visual Impairment	Hispanic	4	6	6	6	5
	African-American	1	1	1	1	1
	Caucasian	5	6	4	5	7
	<b>Total</b>	<b>10</b>	<b>13</b>	<b>11</b>	<b>12</b>	<b>13</b>
Emotional Disturbance	American Indian	0	0	0	1	2
	Hispanic	10	11	10	10	9
	African-American	8	4	4	4	3
	Caucasian	50	49	53	46	56
	<b>Total</b>	<b>68</b>	<b>64</b>	<b>67</b>	<b>61</b>	<b>70</b>
Orthopedic Impairment	Asian	2	3	2	2	2
	Filipino	1	0	0	0	0
	Hispanic	0	1	2	2	2
	African-American	1	1	1	0	0
	Caucasian	18	19	18	17	18
	<b>Total</b>	<b>22</b>	<b>24</b>	<b>23</b>	<b>21</b>	<b>22</b>

Figure F-20 (Continued)

**Somewhere Valley School District**  
**Special Education Numbers by Primary Disability and Ethnicity, 2007-08 to 2011-12**

Primary Disability	Ethnicity	2007-08 (N=1,622)	2008-09 (N=1,581)	2009-10 (N=1,637)	2010-11 (N=1,603)	2011-12 (N=1,610)
Other Health Impairment	American Indian	1	1	0	1	2
	Asian	3	3	5	7	5
	Pacific Islander	0	0	0	0	1
	Filipino	2	1	3	2	1
	Hispanic	18	23	28	23	40
	African-American	1	1	1	0	0
	Caucasian	18	19	18	17	18
	<b>Total</b>		<b>22</b>	<b>24</b>	<b>23</b>	<b>21</b>
Specific Learning Disability	American Indian	1	2	2	4	5
	Asian	9	8	7	7	9
	Pacific Islander	1	1	2	2	1
	Filipino	5	7	3	6	3
	Hispanic	123	133	134	138	168
	African-American	38	32	40	34	34
	Caucasian	385	337	310	313	262
	<b>Total</b>		<b>562</b>	<b>520</b>	<b>498</b>	<b>504</b>
Multiple Disability	Asian	0	0	0	1	2
	Pacific Islander	0	0	1	1	0
	Filipino	0	0	0	0	1
	Hispanic	4	3	4	4	6
	African-American	1	1	1	2	0
	Caucasian	18	13	14	10	9
	<b>Total</b>		<b>23</b>	<b>17</b>	<b>20</b>	<b>18</b>
Autism	Asian	7	2	5	9	11
	Filipino	3	2	2	1	1
	Hispanic	4	2	5	7	13
	African-American	1	1	1	2	2
	Caucasian	45	55	54	62	58
	<b>Total</b>		<b>60</b>	<b>62</b>	<b>67</b>	<b>81</b>
Traumatic Brain Injury	Asian	0	1	1	0	0
	Hispanic	0	0	1	2	3
	Caucasian	6	7	4	2	2
	<b>Total</b>		<b>6</b>	<b>8</b>	<b>6</b>	<b>4</b>

Figure F-21

**Somewhere Elementary School Special Education  
By Primary Disability and Ethnicity, 2012-13**

Primary Disability	Ethnicity	2012-13 (N=54)
Hard of Hearing	Hispanic	1
	<b>Total</b>	<b>1</b>
Speech or Language Impairment	Hispanic	28
	Caucasian	3
	<b>Total</b>	<b>31</b>
Orthopedic Impairment	Caucasian	1
	<b>Total</b>	<b>1</b>
Other Health Impairment	Hispanic	4
	Caucasian	3
	<b>Total</b>	<b>7</b>
Specific Learning Disability	Hispanic	13
	Caucasian	1
	<b>Total</b>	<b>14</b>

Figure F-22 shows the number of Somewhere students qualifying for special education by primary disability and grade level, over time. The majority of students qualifying for Special Education services are speech and language impaired. Most disabilities are fairly evenly distributed across grade levels.



**Look Fors:**

Changes in the number of students qualifying for special education services, by primary disability and grade level, over time.

**Planning Implications:**

Is there one grade level that has more students identified than the others? Is there an increase or decrease in special education disability numbers across grade levels, over time? Is there a large group of students with IEPs in any grade level that may influence teacher ability to address needs or allocation of resources?

Figure F-22

**Somewhere Elementary School**  
**Special Education Numbers by Primary Disability and Grade Level, 2007-08 to 2012-13**

Primary Disability	Grade Level	2007-08 (N=55)	2008-09 (N=60)	2009-10 (N=54)	2010-11 (N=59)	2011-12 (N=57)	2012-13 (N=54)
Speech or Language Impaired	Kindergarten	4	5	1	7	7	3
	Grade One	3	3	5	4	7	7
	Grade Two	4	2	3	5	2	8
	Grade Three	11	9	3	5	5	6
	Grade Four	8	10	11	2	6	5
	Grade Five	5	5	6	10	2	2
	<b>Total</b>		<b>35</b>	<b>34</b>	<b>29</b>	<b>33</b>	<b>29</b>
Specific Learning Disabilities	Kindergarten	0	0	0	1	1	
	Grade One	2	1	0	0	0	1
	Grade Two	2	3	2	3	2	0
	Grade Three	2	7	4	6	4	1
	Grade Four	2	4	7	5	4	5
	Grade Five	6	4	4	6	8	7
	<b>Total</b>		<b>14</b>	<b>19</b>	<b>17</b>	<b>21</b>	<b>19</b>
Visually Impaired	Grade One	0	1	1	0	0	0
	Grade Two	0	0	1	0	0	0
	Grade Three	1	0	0	1	0	0
	Grade Four	0	1	0	0	1	0
	Grade Five	0	0	1	0	0	0
	<b>Total</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>
Hearing Impaired	Grade Three	0	2	0	0	0	0
	Grade Four	1	0	2	0	1	0
	Grade Five	0	0	0	1	1	1
	<b>Total</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>
Behavior	Grade Five	1	0	0	0	0	0
	<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Orthopedic Impairment	Grade One	0	0	0	0	1	1
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
Other Health Impairment	Kindergarten	1	0	0	0	1	1
	Grade One	0	1	1	0	1	0
	Grade Two	1	0	1	0	0	1
	Grade Three	0	1	0	1	2	0
	Grade Four	0	1	1	0	1	2
	Grade Five	1	0	2	1	0	3
	<b>Total</b>		<b>4</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>7</b>

**Pre-Referral Team (PRT)**

As a part of their RtI system, Somewhere created a Pre-Referral Team (PRT) and process. When children are identified as at risk for failure, a Pre-Referral Team of teachers and other professionals determine appropriate interventions, communicate with a child’s parent(s)/guardian(s), and encourage ongoing participation in the pre-referral process.

The Special Education Referral Team (SpERT) is the team of professionals that reviews the interventions used and progress made with an individual student to see if there is support to suspect that this could be a student with a disability; therefore, requiring a complete evaluation. If this is the case, permission to evaluate is sought from the parents, and a Multi-Disciplinary Team (MDT) conducts the evaluation to determine if a disability exists. If the SpERT determines there is not sufficient information to suspect a disability, they will not seek permission to conduct the evaluation, or if permission for an evaluation is denied, then the SpERT generates additional recommendations for the classroom teacher, grade-level team and multi-level-intervention providers to use with the student. Likewise, if the student is not found to have a disability and is not eligible for special education services, the MDT will generate additional recommendations for the classroom teacher, grade-level team, and multi-level-intervention providers to use with the student.

The table in Figure F-23 reflects the number of students reviewed by the PRT at Somewhere to discuss strategies and interventions for addressing student needs for the spring semester of the 2012-13 school year. Following implementation of these strategies and progress monitoring of student performance, some students were referred for consideration of special education evaluation, reflected in the number of referrals to SpERT. Out of 64 students reviewed by the PRT across grades, only 15 (23%) of the students were referred for consideration of special education evaluation. Of those students referred, 11 were evaluated (17%) and all but one was found eligible. This means the pre-referral teams were able to effectively plan and implement interventions for the majority (83%) of the students for whom there were significant concerns about performance and learning.



**Look Fors:** How many students are referred to Special Education by grade level? How many students are evaluated for Special Education? How many students are determined eligible?

**Planning Implications:** How effective is the pre-referral process? Are students referred found eligible (means the team is accurate in referrals)?  
 Are teachers providing appropriate instruction and intervention to effectively intervene for students who do not have a disability so only students who do are referred for evaluation? If not, what professional learning do staff need to better identify and address the needs of students?

**Figure F-23**

**Somewhere Elementary School  
 Pre-Referral Effectiveness: January to May 2013  
 Number of Students Reviewed, Referred for Evaluation, and Found Eligible**

Grade Level	K	One	Two	Three	Four	Five	Total
<i>Number reviewed by PRT</i>	27	12	10	14	1	0	<b>64</b>
<i>Number of Referrals to SpERT</i>	4	2	1	2	2	4	<b>15</b>
<i>Number of Students Evaluated for SE</i>	3	1	1	1	1	4	<b>11</b>
<i>Number Determined Eligible</i>	3	1	0	1	1	4	<b>10</b>

Figure F-24 shows who referred the students in 2012-13.



**Look Fors:** Who refers students, by grade level?

**Planning Implications:** What is going on during high referral times, by grade levels, and what can be changed?

**Figure F-24**

**Somewhere Elementary School  
Staff Referrals: January to May 2013  
Number of Students Reviewed, Referred for Evaluation, and Found Eligible**

Referred By	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Total
Classroom Teacher	16	14	24	7	5	6	72
Special Education Teacher							
School Psychologist							
Instructional Specialist							
Principal	1		2	3	1	3	10
Playground Supervisor	1	1	3	1	4	1	10
Instructional Assistant							
District Administrator							
Other		1	4				5
<b>Totals</b>	<b>18</b>	<b>16</b>	<b>33</b>	<b>11</b>	<b>10</b>	<b>10</b>	<b>97</b>

## Behavior

Figures F-25, F-26, and F-27 show suspension data from 2007-08 to 2012-13. A new principal joined the staff at the beginning of the 2008-09 school year. Somewhere began collecting data differently in 2012-13, so some graphs and table have incomplete or only one year of data. (*Note:* Empty graphs are included for modeling purposes.)

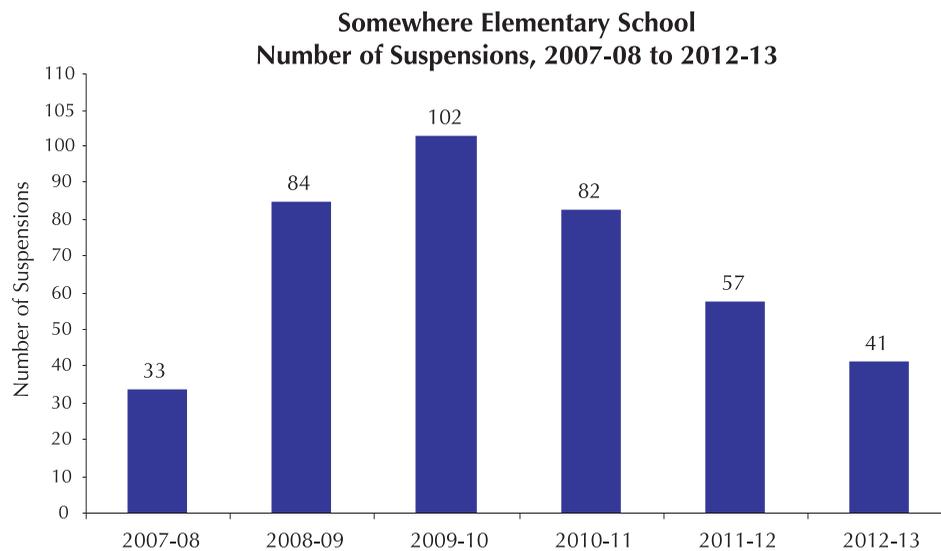
**Look Fors:**

Increase/decrease in the number of suspensions over time.

**Planning****Implications:**

Who are the students being suspended? Why and when are the students being suspended? How are the students treated by adults and each other? Are there policy implications?

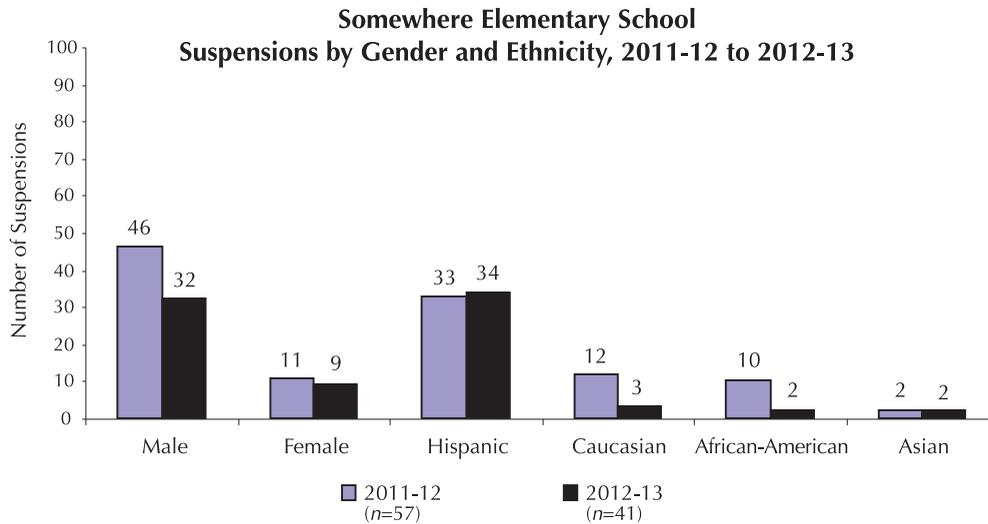
**Figure F-25**





- Look Fors:** Increase/decrease in the number of suspension over time.
- Planning Implications:** Who are the students being suspended, by gender and ethnicity?

**Figure F-26**



- Look Fors:** Increase/decrease in suspension, by reason.
- Planning Implications:** What are the reason students are being suspended?

**Figure F-27**

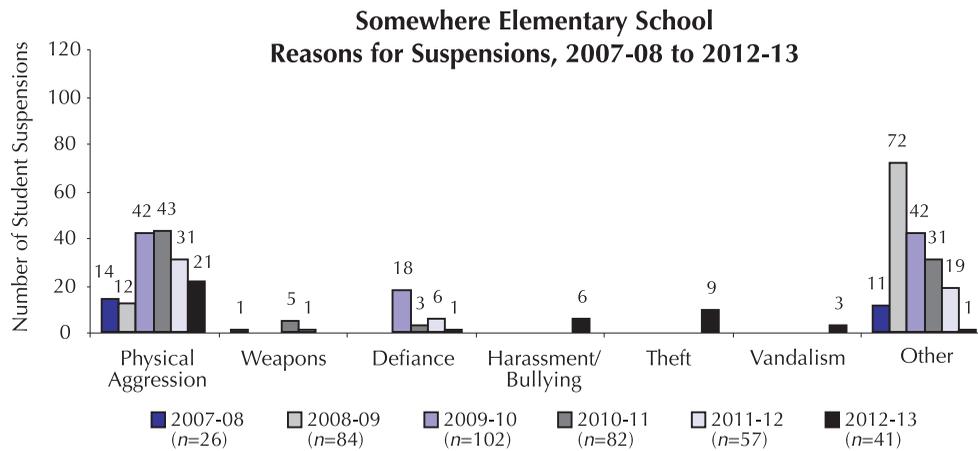


Figure F-28 shows the number of students referred for behavior, by grade level and demographics available. Placeholders are shown for the way the school will gather data in 2012-13.



**Look Fors:**

Behavioral referrals by gender, ethnicity, poverty indicator, special education, and number of years in the school and country.

**Planning Implications:**

Who is being referred most often? Do teachers need professional learning to address specific populations? Do students or groups of students need direct instruction on behavioral expectations? Does the school need to refine a behavior plan?

**Figure F-28**

**Somewhere Elementary School  
Number of Behavior Referrals by Student Group and Grade Level, 2012-13**

Grade Level	Gender		Ethnicity				Free/Reduced Lunch		IEP		# Years in the School	# Years in the Country
	Female	Male	African-American	Hispanic/Latino	Caucasian	Other/Multiple	Yes	No	Yes	No		
Kindergarten	6	12		13	5							
Grade One	2	14		15	1							
Grade Two	12	23		13	11	6						
Grade Three	6	6	1	11								
Grade Four	2	12	1	13								
Grade Five	0	10		8	2							
<b>Total</b>	<b>28</b>	<b>73</b>	<b>2</b>	<b>78</b>	<b>19</b>	<b>6</b>						

Figure F-29 shows the number of behavior events by demographic.



**Look Fors:**

Increase/decrease in number of behavior events, over time, by gender, ethnicity, socio-economic status, English learners and fluent English proficient, and IEP and non-IEP. How many students are contributing to the number of events? How many days of instruction do these students miss?

**Planning Implications:**

How many students (and who) are contributing to behavior events? Is this pervasive across many students or a select few? Does the school need a system for addressing repeat offenders that involve teaching/reteaching expectations?

**Figure F-29**

**Somewhere Elementary School  
School Behavior Events by Student Group, 2012-13**

Student Group		Number of Events				
		0	1	2 to 5	6 to 10	10 or More
By Gender	Female					28
	Male					77
By Ethnicity	African-American			2		
	Hispanic					78
	Caucasian					19
	Other				6	
By Socio-Economic Status	Free					
	Paid					
By English Learners						
By Fluent English Proficient/English Only						
IEP						
Non-IEP						

Figure F-30 shows the number of school behavior referrals by reason and student group for 2012-13.



**Look Fors:** Number of behavior referrals by reason, grade level, gender, ethnicity, free/reduced lunch, IEP and non-IEP.

**Planning Implications:** How many referrals does each subgroup receive? Do teachers need professional learning to address behaviors in diverse populations?

**Figure F-30**  
**Somewhere Elementary School**  
**Behavior Referrals by Reason and Student Group, 2012-13**

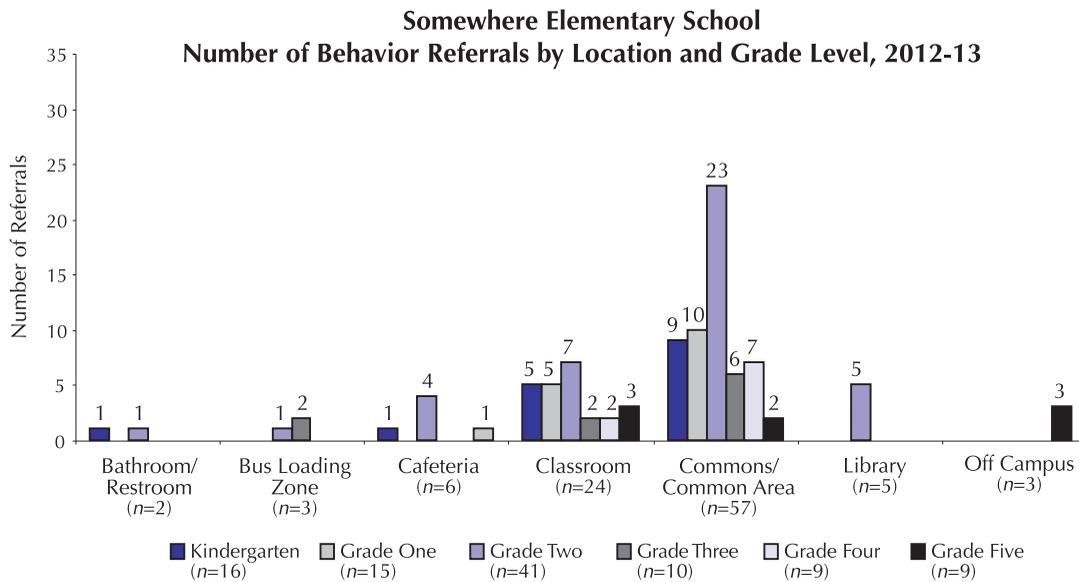
Reason for Referral	Grade Level						Gender		Ethnicity				Free/Reduced Lunch		IEP	Non-IEP	# Years in the School	Totals
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Female	Male	African-American	Hispanic/Latino	Caucasian	Other/Multiple	Yes	No				
Forgery/theft			6	2	2		7	3	2	6	2							30
Minor: property misuse			1					1		1								3
Property damage/vandalism					1	2	3		3									9
Fighting/physical aggression	6	12	15	5	7	5	14	36		8	10	2						120
Harassment/bullying	3	1	4		3	1		12		11		1						36
Abusive language	2	1	2	4			1	9		6	4	2						31
Defiance/disrespect/insubordination/non-compliance	2	1	3				3	3		4	2							18

Figure F-31 shows the location of behavior referrals in 2012-13, while Figure F-32 shows the number of referrals by month.



- Look Fors:** Where are students when they get behavior referrals?
- Planning Implications:** What is going on during high referral times and what can be changed?

**Figure F-31**



- Look Fors:** Are there specific months with more behavior referrals than others?
- Planning Implications:** What is staff doing for behavior throughout the year?

**Figure F-32**

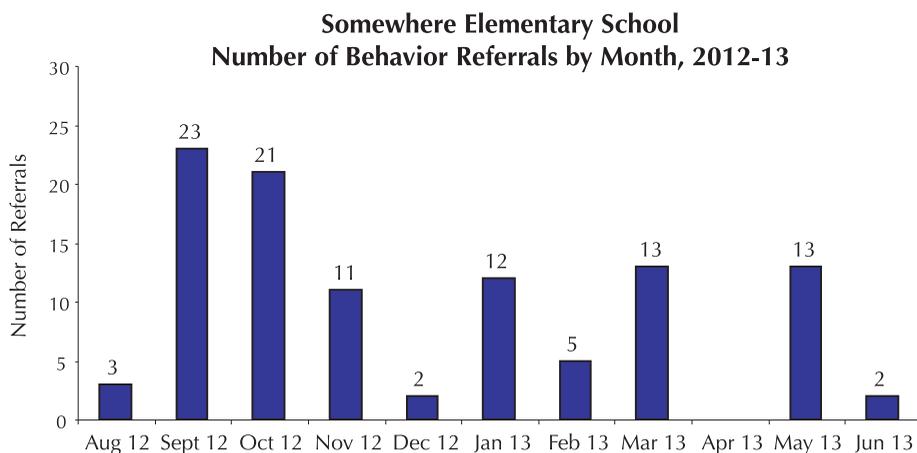
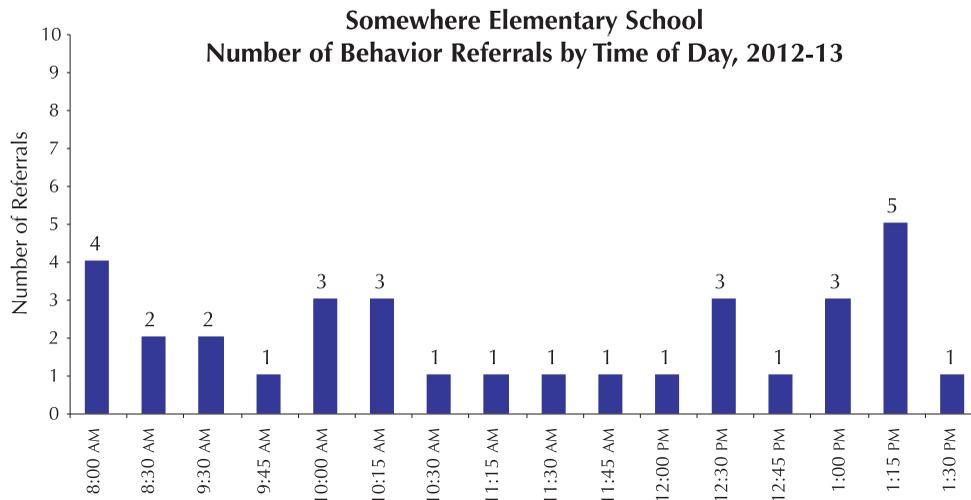


Figure F-33A shows the number of school referrals by time of day for 2012-13. The table that follows in Figure F-33B displays the school day time schedule. Somewhere School staff has begun to monitor these data dynamically so they can do more to prevent behavior issues.



- Look Fors:** What time of day are most students referred?
- Planning Implications:** What is going on during high behavior times and what can be changed?

**Figure F-33A**



**Figure F-33B**

**Somewhere Elementary School Daily Time Schedule, 2012-13**

<b>Daily Schedule</b>		<i>Note:</i> Wednesdays are early release for all grades: 8:30 AM to 1:30 PM	
Kindergarten	8:30 AM to 1:45 PM		
Grades 1 – 3	8:30 AM to 2:40 PM		
Grades 4 – 5	8:30 AM to 2:50 PM		
<b>Recess Schedule</b>		<b>Lunch Schedule</b>	
Grades K – 2	10:00 AM to 10:15 AM	Kindergarten	11:30 AM to 12:10 PM
Grades 3 – 5	10:30 AM to 10:45 AM	Grade 1	11:50 AM to 12:30 PM
		Grade 2	12:00 PM to 12:40 PM
		Grades 3/4	12:35 PM to 1:15 PM
		Grade 5	12:20 PM to 1:00 PM

## The Staff

During the 2010-11 to 2012-13 school years, the total number of teachers increased at Somewhere Elementary School, up slightly over recent years because of the addition of specialists. The majority of classroom teachers are both female and Caucasian. The 2012-13 pupil/teacher ratio for grades K-3 was 18.5, and for grades 4-5 was 21.5. The maximum class enrollment for K-3 was 20 students, and 25 students for grades 4-5. The number of classroom teachers and specialists is shown below in Figure F-34.



**Look Fors:** Increases/decreases in number of teachers over time, commensurate with student population.

**Planning Implications:** Are there enough teachers to keep class sizes low?

**Figure F-34**

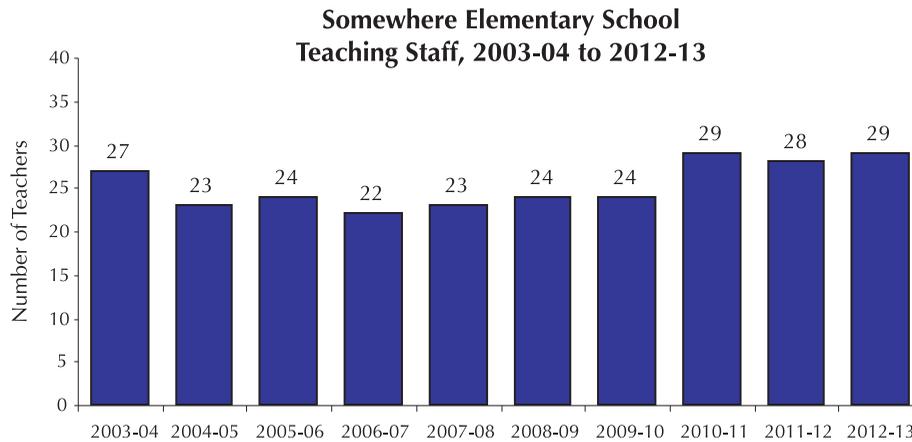


Figure F-35 shows the average number of years of teaching experience for Somewhere teachers, compared to the district average, for the past six years for the school and district.



**Look Fors:** Number of years teaching experience within and across grade levels.  
**Planning Implications:** How is the average number of years of teaching experience changing, over time, for the school and district?

**Figure F-35**

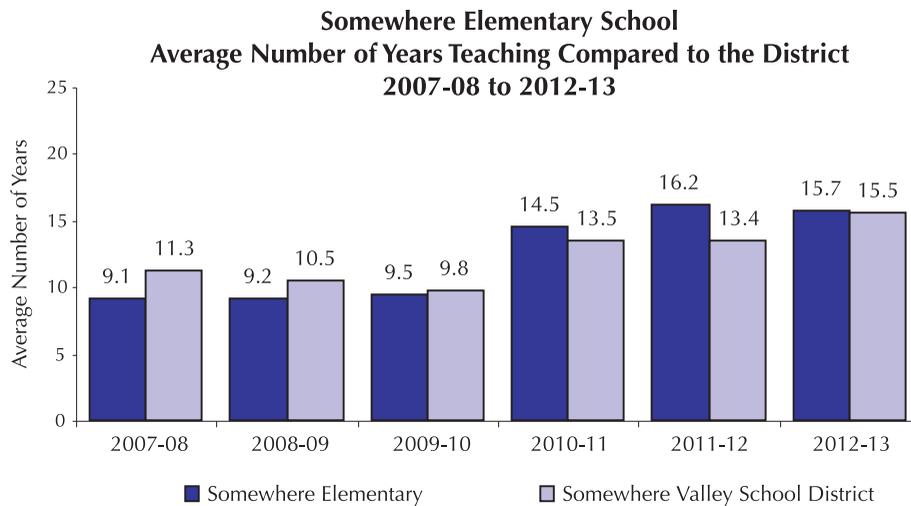


Figure F-36 shows the total number of years of teaching experience, by grade taught, for each of the classroom teachers at Somewhere Elementary School for 2012-13. The overall average number of years of teaching experience is just under 16 years. The principal has been the leader of this school since 2008-09.



**Look Fors:** Number of years of teaching experience within and across grade levels.

**Planning Implications:** Is a teacher mentoring program required within specific grade levels? Is teaching expertise even across grade levels?

**Figure F-36**

**Somewhere Elementary School  
Teaching Experience by Grade Level and Teacher, 2012-13**

Grade Level	Teacher	Years of Experience	Grade Level	Teacher	Years of Experience
Kindergarten	Teacher A	11	Grade Three	Teacher A	24
	Teacher B	21		Teacher B	15
	Teacher C	5		Teacher C	15
	Teacher D	18		Teacher D	35
	Teacher E	13	Grade Four	Teacher A	11
Grade One	Teacher A	31		Teacher B	18
	Teacher B	8		Teacher C	15
	Teacher C	16	Grade Five	Teacher A	41
	Teacher D	2		Teacher B	3
	Teacher E	5		Teacher C	10
Grade Two	Teacher A	15	Specialists	Science	7
	Teacher B	26		Science	12
	Teacher C	6		Resource	8
	Teacher D	14		Psychologist PT	20
	Teacher E	19		Title 1	32
				Speech PT	18

## PERCEPTIONS

To get a better understanding of the learning environment at Somewhere Elementary School, students, staff, and parents completed *Education for the Future* questionnaires five years in a row in 2009, 2010, 2011, 2012, and 2013. Staff also assessed where they felt the school ranked on the *Education for the Future Continuous Improvement Continuums* (CICs). (Results not shown here.) Summaries of the questionnaire results follow.

### Student Questionnaire Results

Students in kindergarten through grade five at Somewhere Elementary School responded to an online *Education for the Future* questionnaire designed to measure how they feel about their learning environment in June 2009 ( $n=490$ ), May 2010 ( $n=479$ ), June 2011 ( $n=455$ ), April 2012 ( $n=446$ ), and May 2013 ( $n=451$ ). Students in kindergarten and grade one were asked to respond to items using a three-point scale: 1 = disagree; 2 = neutral; and, 3 = agree. Students in grades two through five were asked to respond to items using a five-point scale: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and 5 = strongly agree.

Average responses to each item on the questionnaire were graphed by the totals for the five years and disaggregated by gender, grade level, and ethnicity, for the most recent year.

The icons in the figures that follow show the average responses to each item by the disaggregation indicated in the legend. The lines join the icons to help the reader know the distribution results for each disaggregation. The lines have no other meaning.



<b>Look Fors:</b>	Items which students are in agreement or disagreement.
<b>Planning Implications:</b>	Where can/should the school provide leadership with respect to school environment?

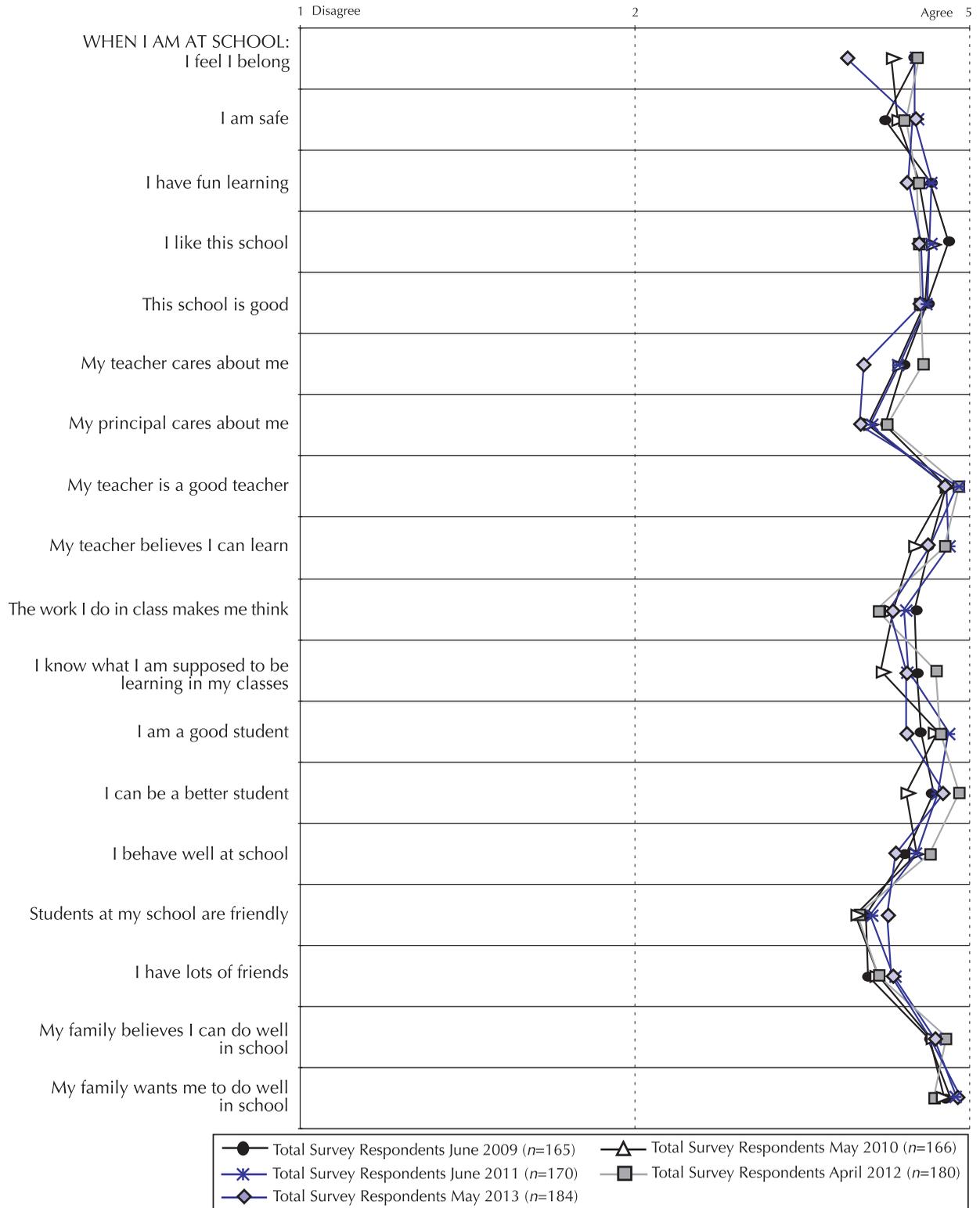
### Kindergarten and Grade One Student Responses

#### Total Student Responses for Five Years

Overall, the average responses to the items in the student questionnaire were in agreement all five years (June 2009,  $n=165$ ; May 2010,  $n=166$ ; June 2011,  $n=170$ ; April 2012,  $n=180$ ; and May 2013,  $n=184$ ), as shown in Figure F-37.

Figure F-37

Somewhere Elementary School Students (Kindergarten–Grade One)  
Responses by Year, June 2009, May 2010, June 2011, April 2012, and May 2013



### *Student Responses by Gender*

When the K-1 data were disaggregated by gender (91 female; 93 male), the data revealed that responses were in agreement and clustered around the overall average (graph not shown here).

### *Student Responses by Grade Level*

The questionnaire results were also disaggregated by grade level. In 2013, there were 95 kindergartners and 89 first graders responding. All students were in agreement with the items on the questionnaire (graph not shown here).

### *Student Responses by Ethnicity*

When K-1 student questionnaire data were disaggregated by ethnicity: 128 Hispanic/Latino students (70% of the responding population); 39 Caucasian students (21%); 8 Asians (4%); and 8 “Others” (4%) responded. (*Note:* Ethnicity numbers add up to more than the total number of respondents because some students identified themselves by more than one ethnicity.)

While there were slight differences between ethnicities, all students responded in agreement (graph not shown here).

### *Student Open-Ended K-1 Responses*

Somewhere Elementary School K-1 students were asked to respond to two open-ended questions: *What do you like about your school?* and *What do you wish was different at your school?* Below are the top ten written-in responses for the two questions. (*Note:* When analyzing open-ended results, one must keep in mind the number of responses that were optionally written-in. Open-ended responses often help us understand the multiple choice responses, although caution must be exercised with small numbers of respondents.)

***Look Fors:***

The most often written-in responses to what students like about school and wish was different.

***Planning Implications:***

Perhaps issues regarding how students are treated?

### Student Open-Ended Responses (Kindergarten to Grade One)

<i>What do you like about your school?</i>	
May 2010 (N=165)	May 2011 (N=170)
<ul style="list-style-type: none"> <li>• Learning/classroom activities (66)</li> <li>• Friends (36)</li> <li>• Teachers (33)</li> <li>• Playground (25)</li> <li>• Recess (20)</li> <li>• Computers (15)</li> <li>• Feeling safe (10)</li> <li>• Library (8)</li> <li>• Food/snacks (7)</li> <li>• Principal (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning (54)</li> <li>• Recess/playing (50)</li> <li>• Friends (49)</li> <li>• Teachers (41)</li> <li>• School (20)</li> <li>• Classroom (10)</li> <li>• Decision time (10)</li> <li>• Computers (9)</li> <li>• All (8)</li> <li>• Library (6)</li> </ul>
April 2012 (N=180)	May 2013 (N=184)
<ul style="list-style-type: none"> <li>• I like to play (47)</li> <li>• Good friends (44)</li> <li>• Good teachers (29)</li> <li>• Reading (29)</li> <li>• Learning (24)</li> <li>• Recess (18)</li> <li>• Writing (11)</li> <li>• Math (11)</li> <li>• I like the playground (11)</li> <li>• Self-directed learning time/choice time (9)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/books (32)</li> <li>• Learning (to draw pictures, write name, work with other kids) (27)</li> <li>• Playing with my friends (27)</li> <li>• I like to play (20)</li> <li>• My teacher (19)</li> <li>• Self-directed learning time (16)</li> <li>• Math timed tests (16)</li> <li>• Computers, computer lab (12)</li> <li>• I like recess (11)</li> <li>• Going to lunch; school is fun (9)</li> </ul>
<i>What do you wish was different at your school?</i>	
May 2010 (N=165)	May 2011 (N=170)
<ul style="list-style-type: none"> <li>• Playground/swings (38)</li> <li>• Nothing (36)</li> <li>• Food (14)</li> <li>• Friends (11)</li> <li>• Less classroom time (10)</li> <li>• Teachers (5)</li> <li>• Prettier school (4)</li> <li>• More computers (4)</li> <li>• More respect (3)</li> <li>• Classroom (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Playground (25)</li> <li>• Nothing (24)</li> <li>• Free time (11)</li> <li>• Friends (10)</li> <li>• Toys (10)</li> <li>• More recess (9)</li> <li>• Classroom (8)</li> <li>• Curriculum (7)</li> <li>• Lunch/food (7)</li> <li>• Be nice to me (6)</li> </ul>
April 2012 (N=180)	May 2013 (N=184)
<ul style="list-style-type: none"> <li>• Nothing (28)</li> <li>• Better/more lunch (17)</li> <li>• New/better equipment on the playground (17)</li> <li>• A swimming pool (11)</li> <li>• My friends were nicer to me (9)</li> <li>• More computers/time (8)</li> <li>• We could play more (7)</li> <li>• More nice people (5)</li> <li>• More recess (5)</li> <li>• More books (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Nothing/I like it the way it is (22)</li> <li>• Everybody was nice to each other, no mean people (10)</li> <li>• That the school had more toys/games (10)</li> <li>• We had more time to learn more things/read aloud/more school (9)</li> <li>• More recess/longer (8)</li> <li>• That school had more books (7)</li> <li>• I wish there was swings (6)</li> <li>• More books (5)</li> <li>• I wish I had more friends</li> <li>• Allow pets at school (5)</li> </ul>

### *Grades Two through Five Student Responses*

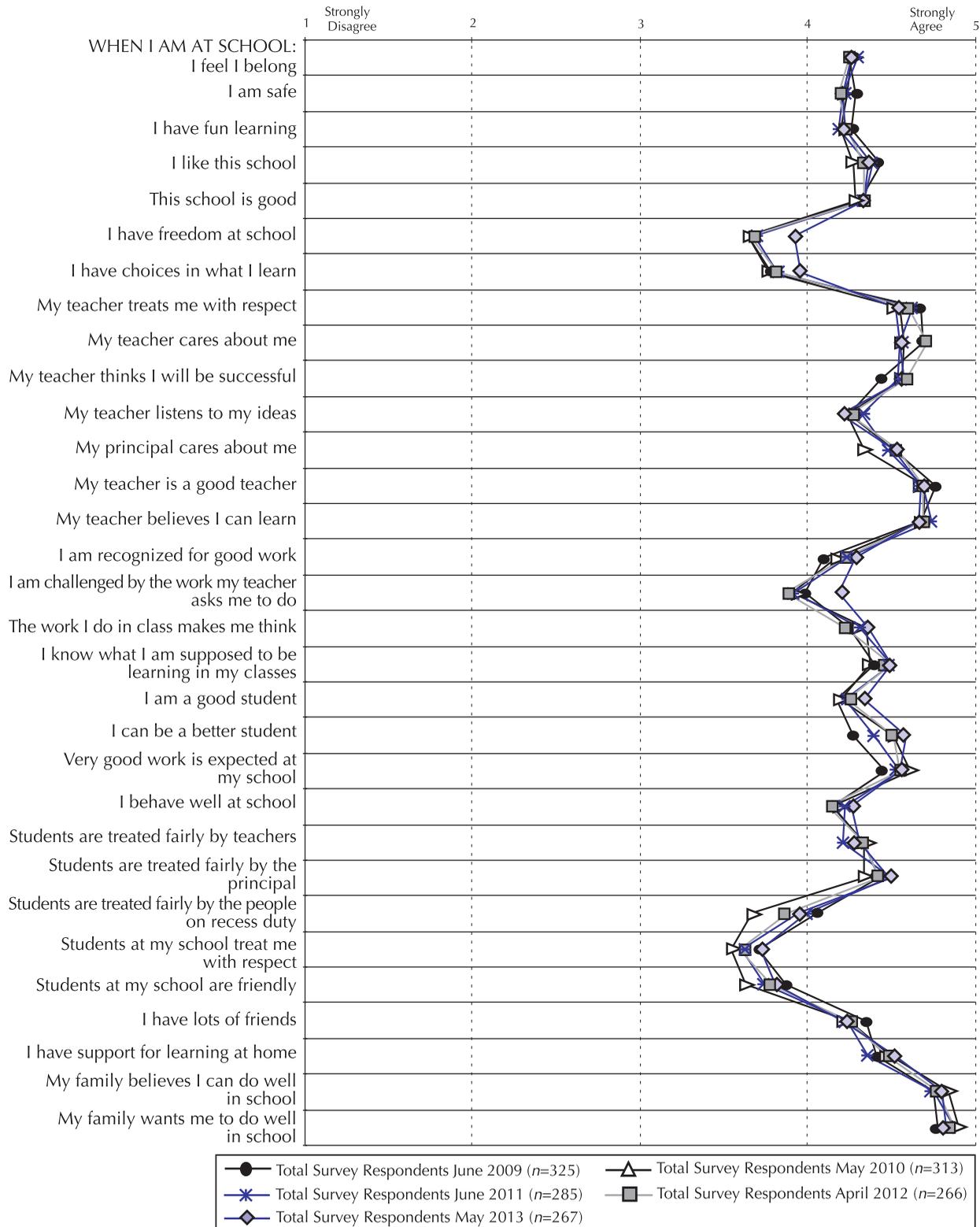
#### *Total Student Responses for Five Years*

Overall, the average responses to the items in the student questionnaire were in agreement all five years (June 2009,  $n=325$ ; May 2010,  $n=313$ ; June 2011,  $n=285$ ; April 2012,  $n=266$ ; and May 2013,  $n=267$ ), as shown in Figure F-38. Students strongly agreed with all items in 2012, with the following exceptions which were in agreement:

- ◆ I have freedom at school.
- ◆ I have choices in what I learn.
- ◆ I am challenged by the work my teacher asks me to do.
- ◆ Students are treated fairly by the people on recess duty.
- ◆ Students at my school treat me with respect.
- ◆ Students at my school are friendly.

Figure F-38

**Somewhere Elementary School Students (Grades 2 to 5)  
Responses by Year, June 2009, May 2010, June 2011, April 2012, and May 2013**



### *Student Responses by Gender*

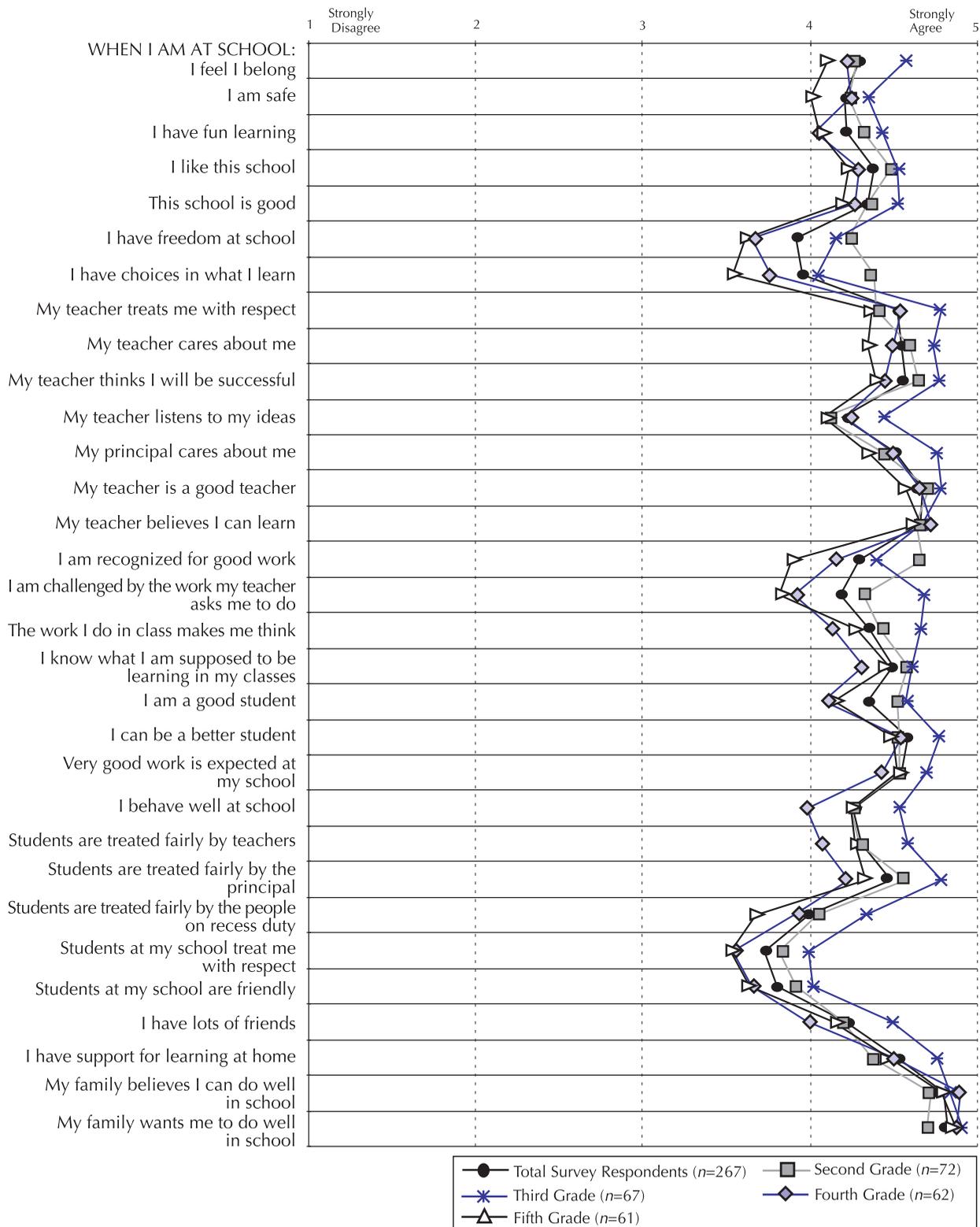
When the 2013 results were disaggregated by gender (140 female; 120 male), the data revealed that disaggregated responses were very similar and clustered around the overall average (graph not shown here). (*Note:* Gender numbers do not add up to the total number of respondents because some students did not identify themselves by this demographic.)

### *Student Responses by Grade Level*

The 2013 questionnaire results were also disaggregated by grade level (72 second graders, 67 third graders, 62 fourth graders, and 61 fifth graders), as shown in Figure F-39. (*Note:* Grade-level numbers do not add up to the total number of respondents because some students did not identify themselves by this demographic.) All grade levels were in agreement—however, compared to grades two and three, grades four and five students were less positive in their responses.

Figure F-39

Somewhere Elementary School Students (Grades 2 to 5)  
Responses by Grade Level, May 2013



### *Student Responses by Ethnicity*

When 2013 student questionnaire data were disaggregated by ethnicity: 183 Hispanic/Latino students (62% of the responding population); 44 Caucasians (15%); 19 Asians (6%); 7 African-Americans (2%); 8 American Indians (3%); and 32 “Others” (12%) responded. (*Note:* Ethnicity numbers add up to more than the total number of respondents because some students identified themselves by more than one ethnicity.)

While there were a few differences between ethnicities (graph not shown here), students mostly responded in agreement, with some exceptions. African-American and American Indian students were the least positive with their responses, in comparison to the other students.

African-American students ( $n=7$ ) were in disagreement with average responses falling between two and three on the five-point scale, about the items:

- ◆ I have fun learning.
- ◆ I like this school.
- ◆ The school is good.
- ◆ I have freedom at school.
- ◆ I have choices in what I learn.
- ◆ My teacher treats me with respect.
- ◆ Students are treated fairly by teachers.
- ◆ Students at my school treat me with respect.
- ◆ Students at my school are friendly.
- ◆ I have lots of friends.

American Indian students ( $n=8$ ) responded in disagreement to the items:

- ◆ Students at my school treat me with respect.
- ◆ Students at my school are friendly.

### *Student Open-Ended Grades Two through Five Responses*

Somewhere Elementary School students, grades two through five, were asked to respond to two open-ended questions: *What do you like about your school?* and *What do you wish was different at your school?* Below are the top ten written-in responses for the two questions.



#### ***Look Fors:***

The most often written-in responses to what students like about school and wish was different.

#### ***Planning Implications:***

Perhaps issues regarding how students are treated?

## Student Open-Ended Responses (Grades Two to Five)

<i>What do you like about your school?</i>	
May 2010 (N=313)	May 2011 (N=285)
<ul style="list-style-type: none"> <li>• Teachers (121)</li> <li>• Friends (79)</li> <li>• Classroom (60)</li> <li>• Recess/playground (48)</li> <li>• Computers (33)</li> <li>• Library (24)</li> <li>• P.E. (22)</li> <li>• Everything (20)</li> <li>• Principal (19)</li> <li>• Science (13)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers (97)</li> <li>• Friends (56)</li> <li>• Recess (55)</li> <li>• Curriculum (37)</li> <li>• Computer (34)</li> <li>• PE (24)</li> <li>• Learning (23)</li> <li>• Library (21)</li> <li>• People (18)</li> <li>• Principal (18)</li> </ul>
April 2012 (N=266)	May 2013 (N=267)
<ul style="list-style-type: none"> <li>• Teachers (101)</li> <li>• Friends/Making new friends (48)</li> <li>• Computers (34)</li> <li>• Recess (31)</li> <li>• Everyone is treated with respect/ very nice people/ kids/teachers (27)</li> <li>• The playground/playing outside (25)</li> <li>• I like math (25)</li> <li>• I like to learn (23)</li> <li>• School library (21)</li> <li>• P.E. (20)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers (73)</li> <li>• Math (53)</li> <li>• Recess (42)</li> <li>• Reading (39)</li> <li>• Computer lab (34)</li> <li>• Friends (32)</li> <li>• Lunch (27)</li> <li>• Friendly atmosphere/respectful/trusting (19)</li> <li>• Learning (17)</li> <li>• Our principal; P.E. (16)</li> </ul>
<i>What do you wish was different at your school?</i>	
May 2010 (N=313)	May 2011 (N=285)
<ul style="list-style-type: none"> <li>• Better playground/swings (53)</li> <li>• More recess (48)</li> <li>• More respect (43)</li> <li>• Better food (42)</li> <li>• Nothing (27)</li> <li>• Better teachers (13)</li> <li>• Better learning (13)</li> <li>• More fun (9)</li> <li>• Principal (8)</li> <li>• More math (7)</li> </ul>	<ul style="list-style-type: none"> <li>• Nothing (41)</li> <li>• Playground equipment (35)</li> <li>• More recess (35)</li> <li>• Lunch (26)</li> <li>• More respect (24)</li> <li>• Homework (17)</li> <li>• More PE (12)</li> <li>• Curriculum (9)</li> <li>• Freedom (9)</li> <li>• Computers (7)</li> </ul>
April 2012 (N=266)	May 2013 (N=267)
<ul style="list-style-type: none"> <li>• The food was better (42)</li> <li>• Bigger playground with more equipment (seesaws, sand, swings) (40)</li> <li>• Nothing, I like it the way it is (38)</li> <li>• Kids/people treated everyone with respect (28)</li> <li>• We had more/longer recess (25)</li> <li>• Nice yard duties (12)</li> <li>• We could have laptops at school (9)</li> <li>• Shorter school time (9)</li> <li>• That there were more books in the library/check-out more at one time (10)</li> <li>• There was a swimming pool (8)</li> </ul>	<ul style="list-style-type: none"> <li>• Better lunch food/snacks (46)</li> <li>• Nothing/everything is good (31)</li> <li>• Longer recess (21)</li> <li>• Bigger/playground slide/swings (16)</li> <li>• Respectful/more friendly/nicer people (15)</li> <li>• Get new soccer goals/bigger field/better soccer balls (14)</li> <li>• We could have brownies/ice cream at lunch (9)</li> <li>• Cleaner bathrooms/dry floors (8)</li> <li>• I wish I could bring my skateboard (8)</li> <li>• Ride our bikes (7)</li> </ul>

## Staff Questionnaire Results

Somewhere Elementary School staff responded to a questionnaire designed to measure their perceptions of the school environment in June 2009 ( $n=36$ ), May 2010 ( $n=38$ ), June 2011 ( $n=45$ ), May 2012 ( $n=48$ ), and May 2013 ( $n=43$ ). Staff members were asked to respond to items using a five-point scale: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and 5 = strongly agree.

Average responses to each item on the questionnaire were graphed by year, and disaggregated by ethnicity, job title, and number of years teaching experience, revealing some differences. The two-page graphs are shown in Figures F-43 and F-45.

The icons in the figures that follow show the average responses to each item by disaggregation indicated in the legend. The lines join the icons to help the reader know the distribution results for each disaggregation. The lines have no other meaning.



**Look Fors:** Items which staff members are in agreement or disagreement.  
**Planning Implications:** Where can/should the school provide leadership with respect to school environment?

### *Total Staff Responses for Five Years*

Overall, the average responses to the items in the staff questionnaire were mostly in agreement all five years, except for one item: *This school has a good public image* (Figure F-40). Staff responding in 2011 and 2012 were in low agreement, while staff in 2009 and 2010 were in strong disagreement, and closer to neutral in 2008. Responses were in agreement in 2012 and 2013.

In addition to items completed by all staff, the questionnaire contained a set of five statements for teachers and instructional assistants only. The respondents were in agreement, and results are shown in Figure F-41.

Figure F-40

Somewhere Elementary School Staff Responses by Year  
June 2009, May 2010, June 2011, May 2012, and May 2013

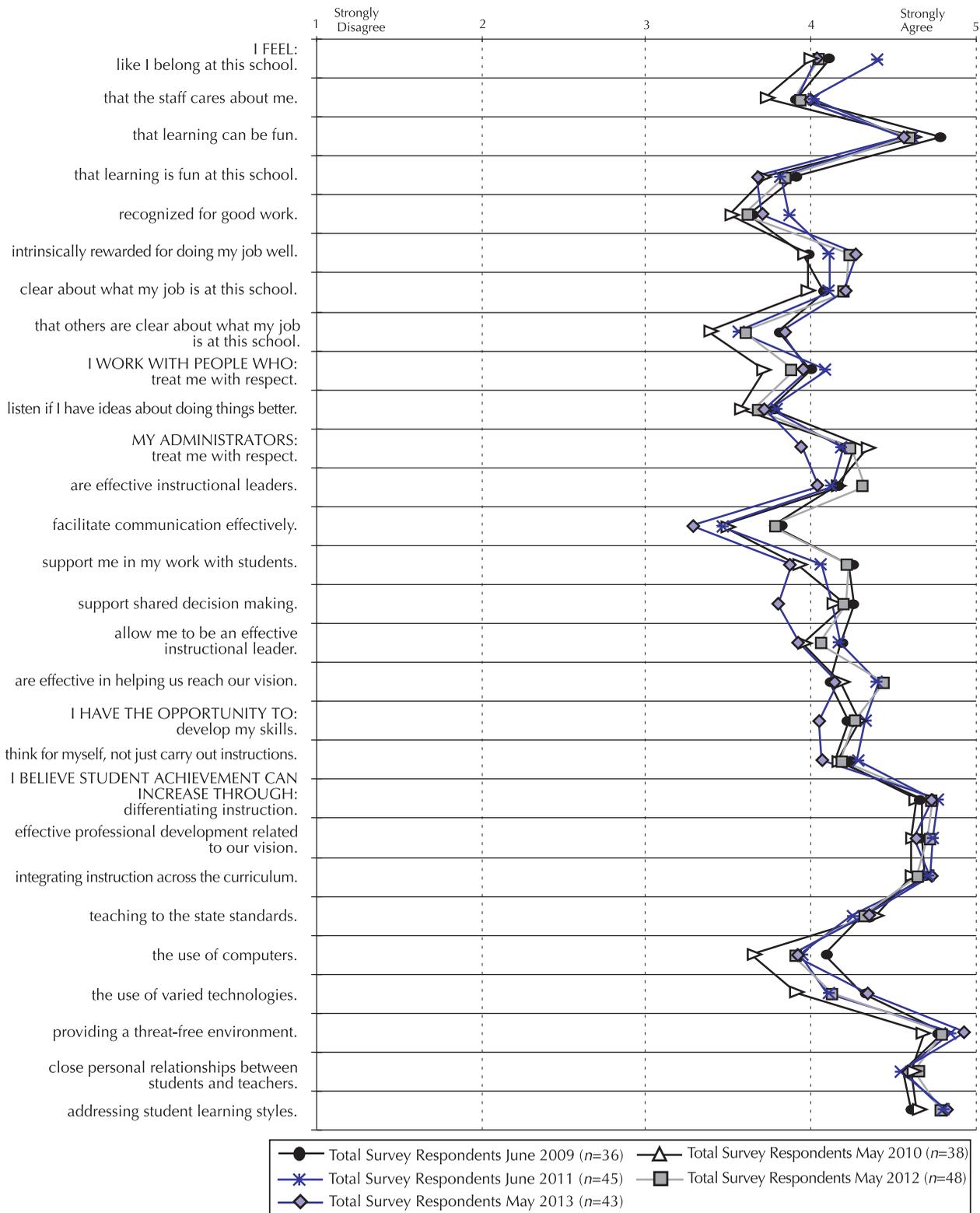


Figure F-40 (Continued)

Somewhere Elementary School Staff Responses by Year (Continued)  
 June 2009, May 2010, June 2011, May 2012, and May 2013

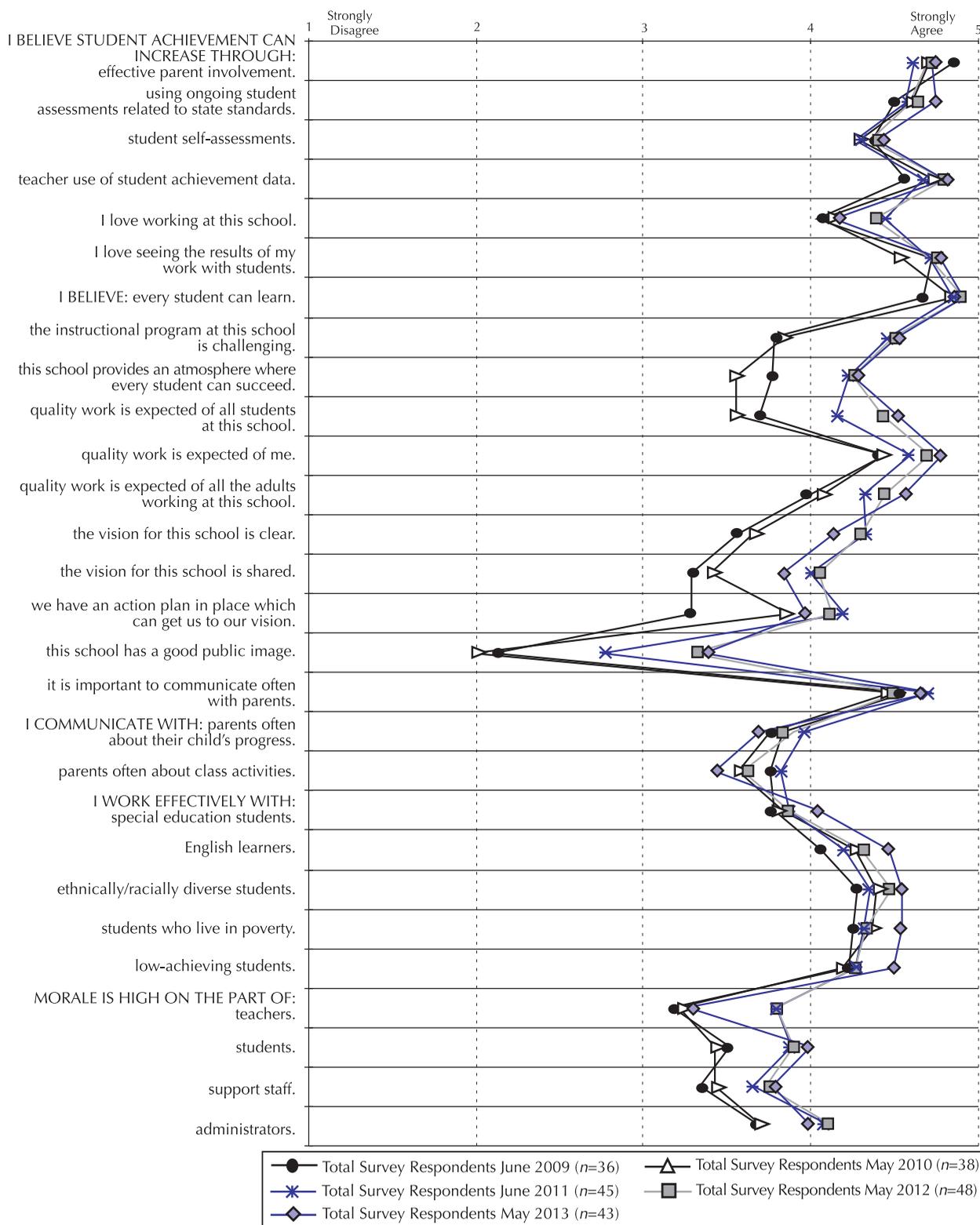
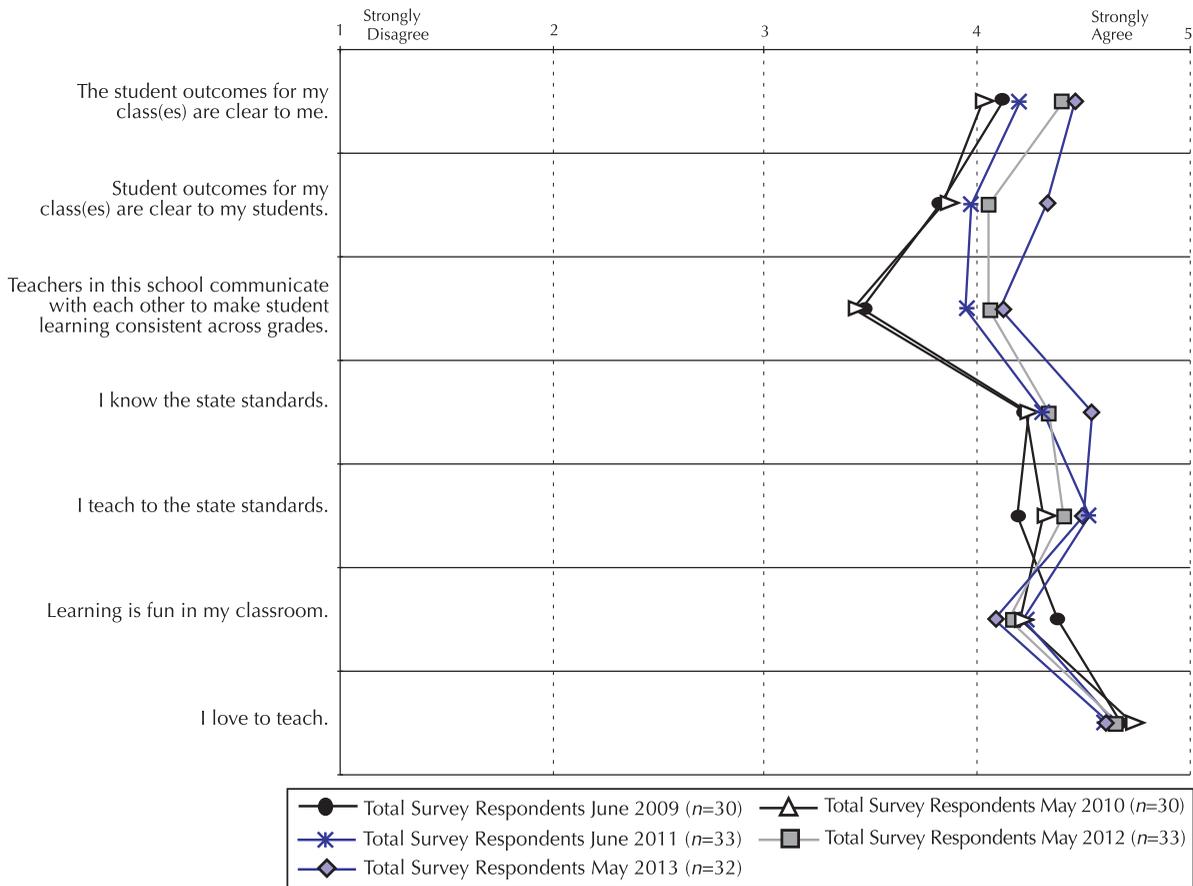


Figure F-41

**Somewhere Elementary School Staff Responses by Year  
Items for Teachers and Instructional Assistants by Year  
June 2009, May 2010, June 2011, May 2012, and May 2013**



### ***Staff Responses by Ethnicity***

When staff questionnaire data were disaggregated by ethnicity: 30 Caucasians (75% of the responding population); 5 Asians (12.5%); and 5 Hispanic/Latino (12.5%), responded (graph not shown here). (*Note:* Ethnicity numbers do not add up to the total number of respondents because some staff did not identify themselves by this demographic.)

While there were a few differences among ethnicities, staff responded mostly in agreement, except that Hispanic/Latino staff were in disagreement with the item: *My administrators support shared decision making*. Hispanic/Latino staff were neutral (at 3.0 on the five-point scale) about: *My administrators facilitate communication effectively*. Caucasian staff also responded near neutral to this statement. Asian staff were neutral about the item: *I communicate with parents often about class activities*.

### ***Staff Responses by Job Title***

When staff questionnaire data were disaggregated by job title: 25 classroom teachers, 7 instructional staff, 5 certified staff, and 6 classified staff responded (graph not shown here). Most respondents were in agreement, with some exceptions. Classified staff disagreed with the item: *I feel that others are clear about what my job is at this school*. Some staff responded neutral to the following:

- ◆ My administrators facilitate communication effectively (certificated staff).
- ◆ I believe this school has a good public image (classified staff).
- ◆ I believe I communicate with parents often about class activities (certificated staff).
- ◆ Morale is high on the part of teachers (classroom teachers).

### ***Staff Responses by Number of Years Teaching***

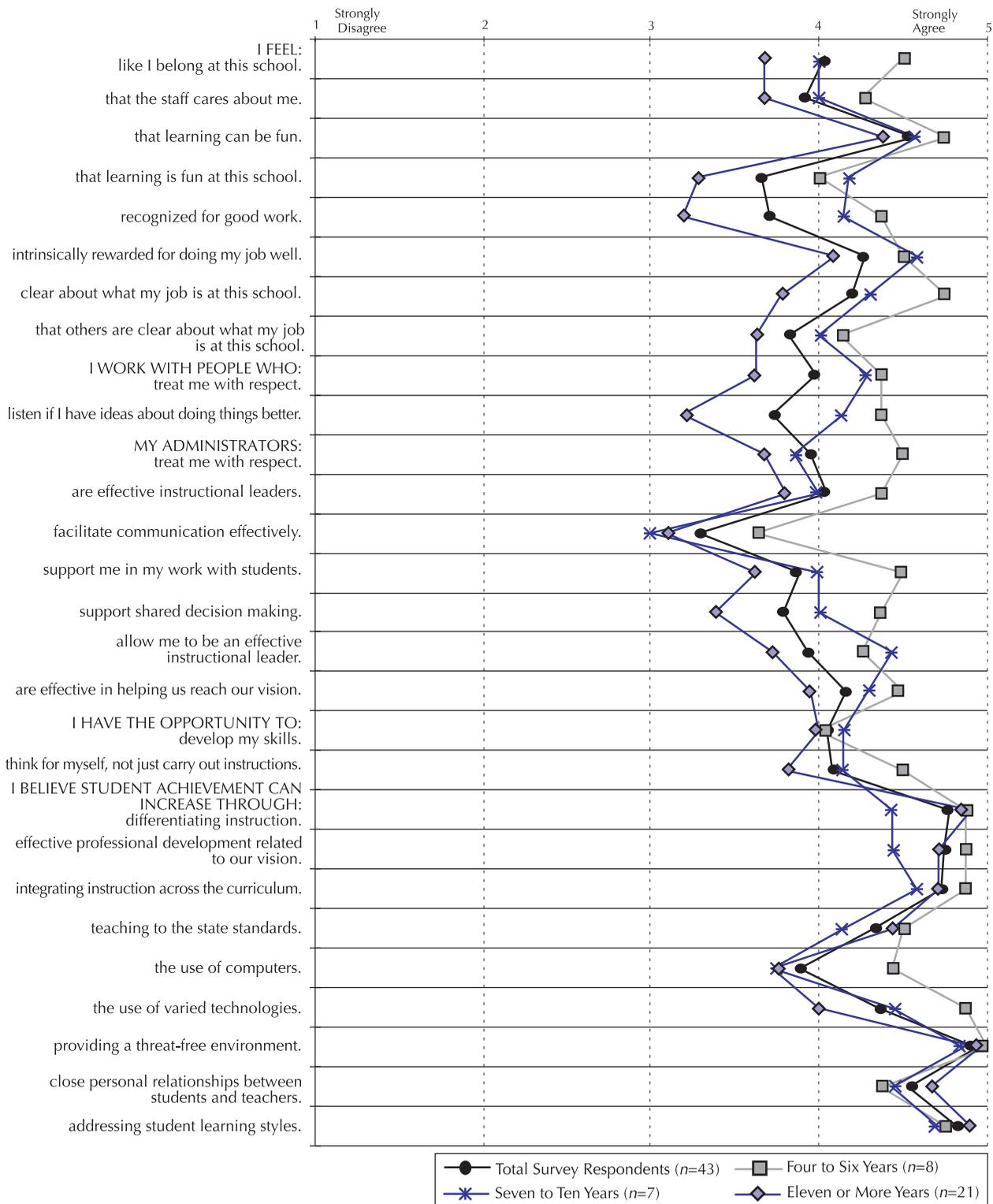
Staff questionnaire data were disaggregated by the number of years teaching experience: four to six years ( $n=8$ ); seven to ten years ( $n=7$ ); and eleven or more years ( $n=21$ ). (*Note:* Numbers do not add up to the total number of respondents because some staff did not identify themselves by this demographic.)

While there were some differences between respondents with respect to the number of years of teaching (Figure F-42), staff responded mostly in agreement. Some staff responded neutral (at 3.0 on the five-point scale), or near neutral, to the three items listed below:

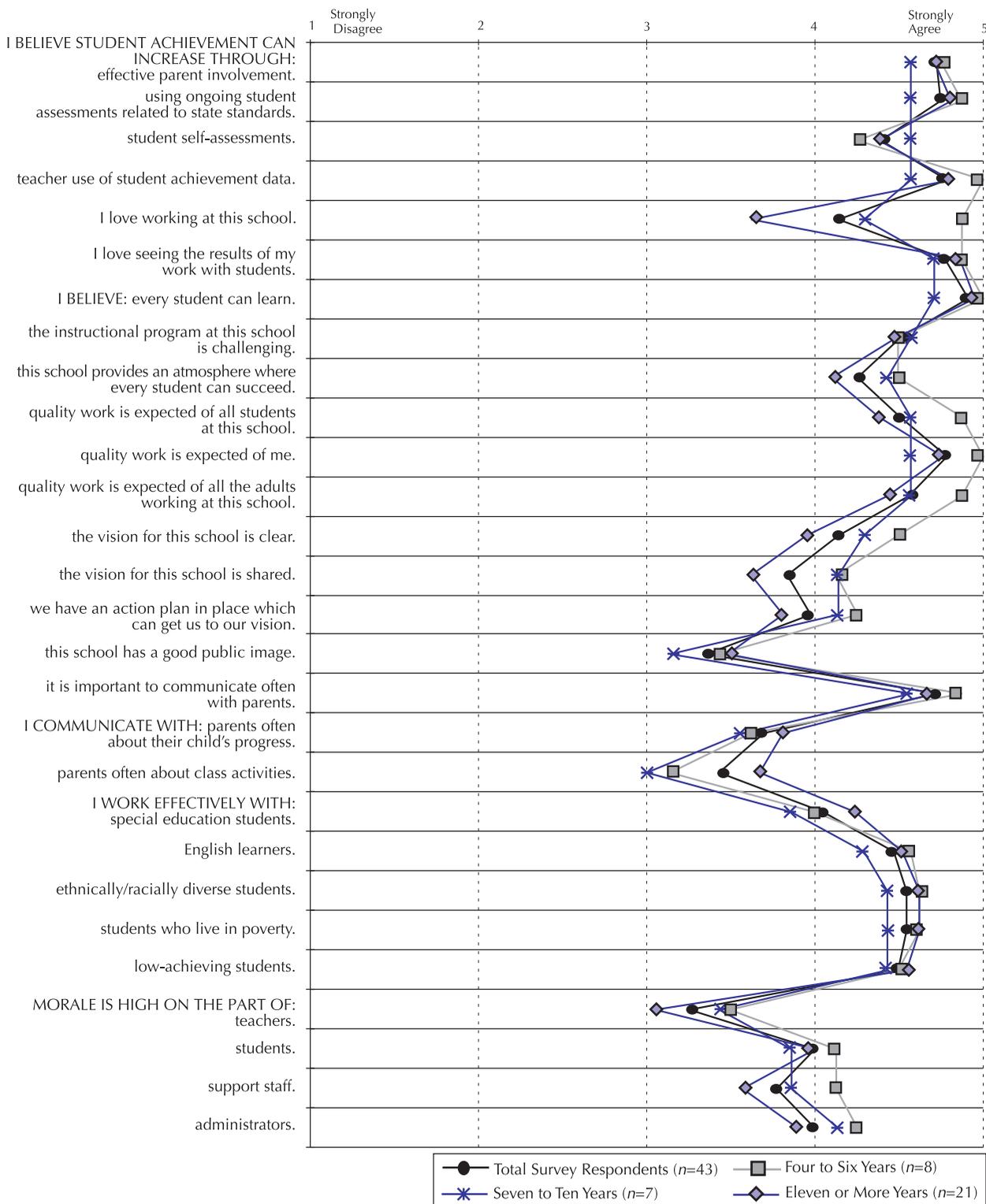
- ◆ My administrators facilitate communication effectively (seven to ten years; eleven or more years).
- ◆ This school has a good public image (seven to ten years).
- ◆ I communicate with parents often about class activities (four to six years; seven to ten years).
- ◆ Morale is high on the part of teachers (eleven or more years).

Figure F-42

Somewhere Elementary School Staff  
Responses by Number of Years Teaching, May 2013



**Figure F-42 (Continued)**  
**Somewhere Elementary School Staff (Continued)**  
**Responses by Number of Years Teaching, May 2013**



### Staff Open-Ended Responses

Somewhere Elementary School staff completed two open-ended questions: *What are the strengths of this school?* and *What needs to be improved?* The top ten results are shown below.



**Look Fors:** The most often written-in responses to what staff members like about school and what needs to be improved.

**Planning Implications:** Might there be issues regarding communication, climate, vision, data use, etc.?

### Staff Open-Ended Responses

<i>What are the strengths of this school?</i>	
May 2010 (N=38)	May 2011 (N=45)
<ul style="list-style-type: none"> <li>• Staff (17)</li> <li>• Collaboration (14)</li> <li>• Focus of our work on a vision/goals (11)</li> <li>• Classroom practices (8)</li> <li>• Principal (6)</li> <li>• High expectations (5)</li> <li>• Shared leadership (5)</li> <li>• Common, frequent assessments (4)</li> <li>• Use of standards (3)</li> <li>• Diverse student population (2)</li> </ul>	<ul style="list-style-type: none"> <li>• School culture (18)</li> <li>• Collaboration among staff (16)</li> <li>• Administration (9)</li> <li>• Teachers (7)</li> <li>• Instructional practices (6)</li> <li>• Shared leadership (5)</li> <li>• Continuous improvement (5)</li> <li>• Use of data and common formative assessments (4)</li> <li>• Support for bilingual students (2)</li> <li>• Diversity (2)</li> </ul>
May 2012 (N=34)	May 2013 (N=43)
<ul style="list-style-type: none"> <li>• The teachers (13)</li> <li>• Shared leadership/supportive principal (12)</li> <li>• The level of teamwork (9)</li> <li>• Wanting to improve/learn (8)</li> <li>• Enthusiastic students (5)</li> <li>• High expectations (5)</li> <li>• Data driven instruction (5)</li> <li>• Shared vision (5)</li> <li>• Goal to be PLC (2)</li> <li>• Moving on the right path-much has improved over the past 3 years</li> </ul>	<ul style="list-style-type: none"> <li>• Bilingual staff and support staff—very talented/caring/professional (16)</li> <li>• Teachers have high standards/are well qualified/work closely together/collaborate (13)</li> <li>• Collaboration (9)</li> <li>• We use data to drive instruction/data teams (7)</li> <li>• High expectations of students and teachers/rigor/accountability/growth (6)</li> <li>• Shared vision/leadership (3)</li> <li>• Willingness to try new things like CAFE and RTI (3)</li> <li>• The principal/leadership provides a good vision (3)</li> <li>• Achievement is up, and more kids are thriving (2)</li> <li>• Staff development (2)</li> </ul>

**Staff Open-Ended Responses (Continued)**

<b><i>What needs to be improved?</i></b>	
<b>May 2010 (N=38)</b>	<b>May 2011 (N=45)</b>
<ul style="list-style-type: none"> <li>• Communication, including staff and parents (15)</li> <li>• Climate including respect and a safe place (9)</li> <li>• Organization (4)</li> <li>• High academic/behavior expectations held by all (4)</li> <li>• Enrichment/fun extras (3)</li> <li>• Vision (2)</li> <li>• Accountability for teachers (2)</li> <li>• Celebrations (2)</li> <li>• Parent participation (2)</li> <li>• More aides (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Communication (10)</li> <li>• Timely office communication (9)</li> <li>• Family involvement (5)</li> <li>• Office procedures (4)</li> <li>• Instructional practices (3)</li> <li>• Keep focus (3)</li> <li>• Expand shared vision (2)</li> <li>• Jobs (2)</li> <li>• Job description (2)</li> <li>• Not following protocol (2)</li> </ul>
<b>May 2012 (N=34)</b>	<b>May 2013 (N=43)</b>
<ul style="list-style-type: none"> <li>• Better communication with all involved; parents, students, staff (15)</li> <li>• Respect for everyone's opinion (8)</li> <li>• Work-load (3)</li> <li>• Parent involvement (2)</li> <li>• Funding; state budget</li> <li>• Better follow through</li> <li>• There is a sense of isolation for those that are not tied to a specific team</li> <li>• Still need for all students to buy in to school pride</li> <li>• Continue to insure that all students achieve at high levels</li> <li>• Teaching to the whole child not just test scores</li> </ul>	<ul style="list-style-type: none"> <li>• Communication/from principal/between grade levels/ between staff (14)</li> <li>• Equity of listening to ideas, respect for, treatment of staff members by administration (9)</li> <li>• A shared leadership with the entire staff-not just a few chosen ones (6)</li> <li>• The fairness/favoritism among staff needs to be figured out (5)</li> <li>• Staff feeling safe to share opinions (4)</li> <li>• Not all voices are heard (3)</li> <li>• Feel pushed beyond means to accommodate decisions/pace of change (3)</li> <li>• Staff development seems to always be given to the same people (2)</li> <li>• More fun/enrichment in the classrooms (2)</li> <li>• Morale (2)</li> </ul>

## Parent Questionnaire Responses

Parents of students attending Somewhere Elementary School completed a questionnaire designed to measure their perceptions of the school environment in June 2009 ( $n=290$ ), May 2010 ( $n=242$ ), June 2011 ( $n=301$ ), May 2012 ( $n=295$ ), and May 2013 ( $n=287$ ). Parents were asked to respond to items using a five-point scale: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and, 5 = strongly agree.

Average responses to each item on the questionnaire were graphed by year and disaggregated by children's grade levels, ethnicity, native language, number of children in the household, number of children in the school, and person completing the questionnaire.

The icons in the figures that follow, show the average responses to each item by disaggregation indicated in the legend. The lines join the icons to help the reader know the distribution results for each disaggregation. The lines have no other meaning.



**Look Fors:** Items which are in agreement or disagreement.

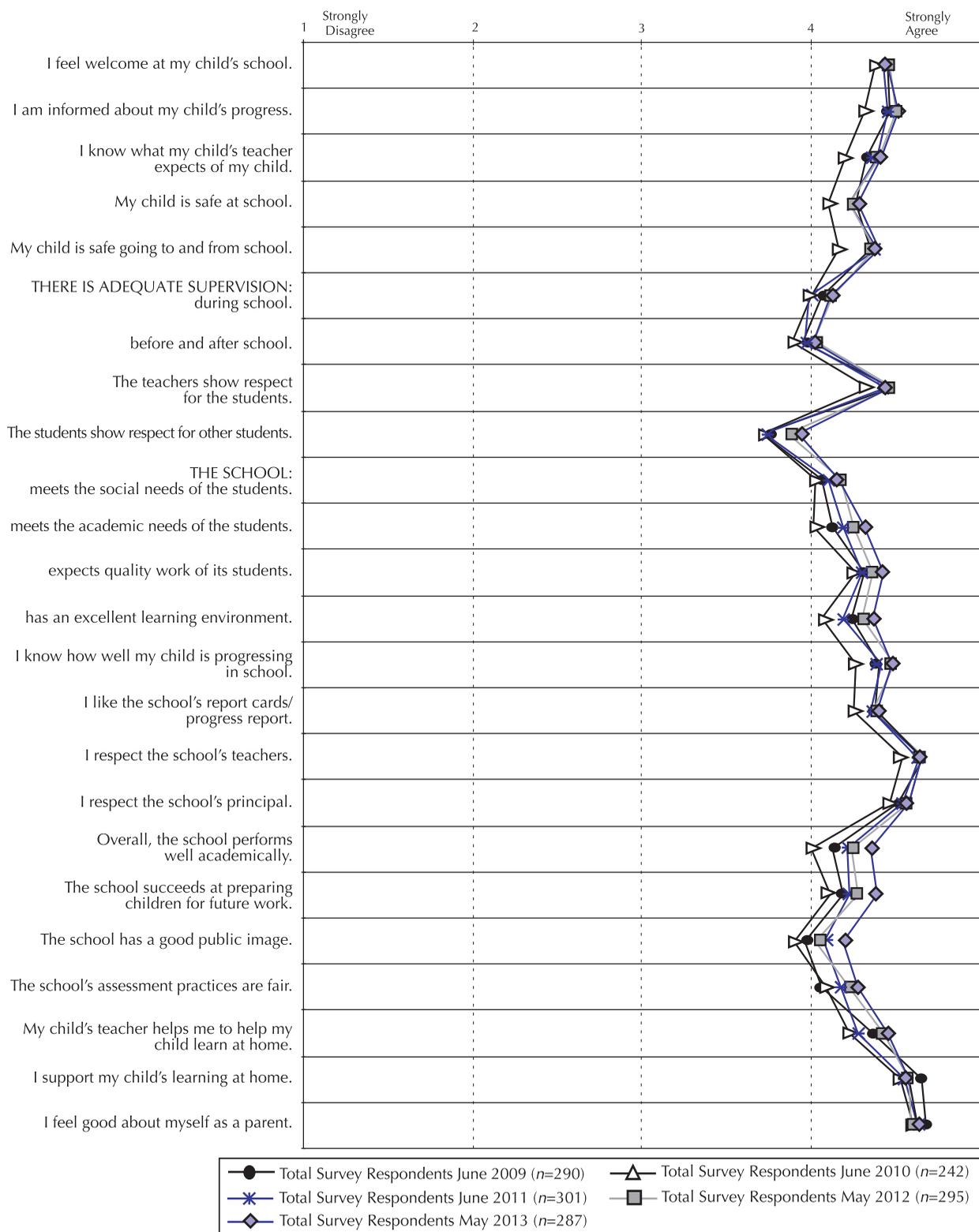
**Planning Implications:** Where can/should the school provide leadership with respect to school environment?

### Total Parent Responses for Five Years

Overall, the average responses to the items in the parent questionnaire were in agreement all five years, as shown in Figure F-43. They appear to be “happiest” in 2013.

Figure F-43

Somewhere Elementary School Parent Responses by Year  
 June 2009, June 2010, June 2011, May 2012, and May 2013



### *Parent Responses by Children's Grade Level*

Results graphed by children's grade level (kindergarten,  $n=64$ ; first grade,  $n=78$ ; second grade,  $n=63$ ; third grade,  $n=58$ ; fourth grade,  $n=39$ ; and fifth grade,  $n=43$ ), revealed that average responses were very similar and clustered around the overall average (graph not shown here). All respondents were in agreement with the statements on the questionnaire.

(*Note:* Grade-level numbers add up to more than the total number of respondents because some parents identified themselves by more than one demographic.)

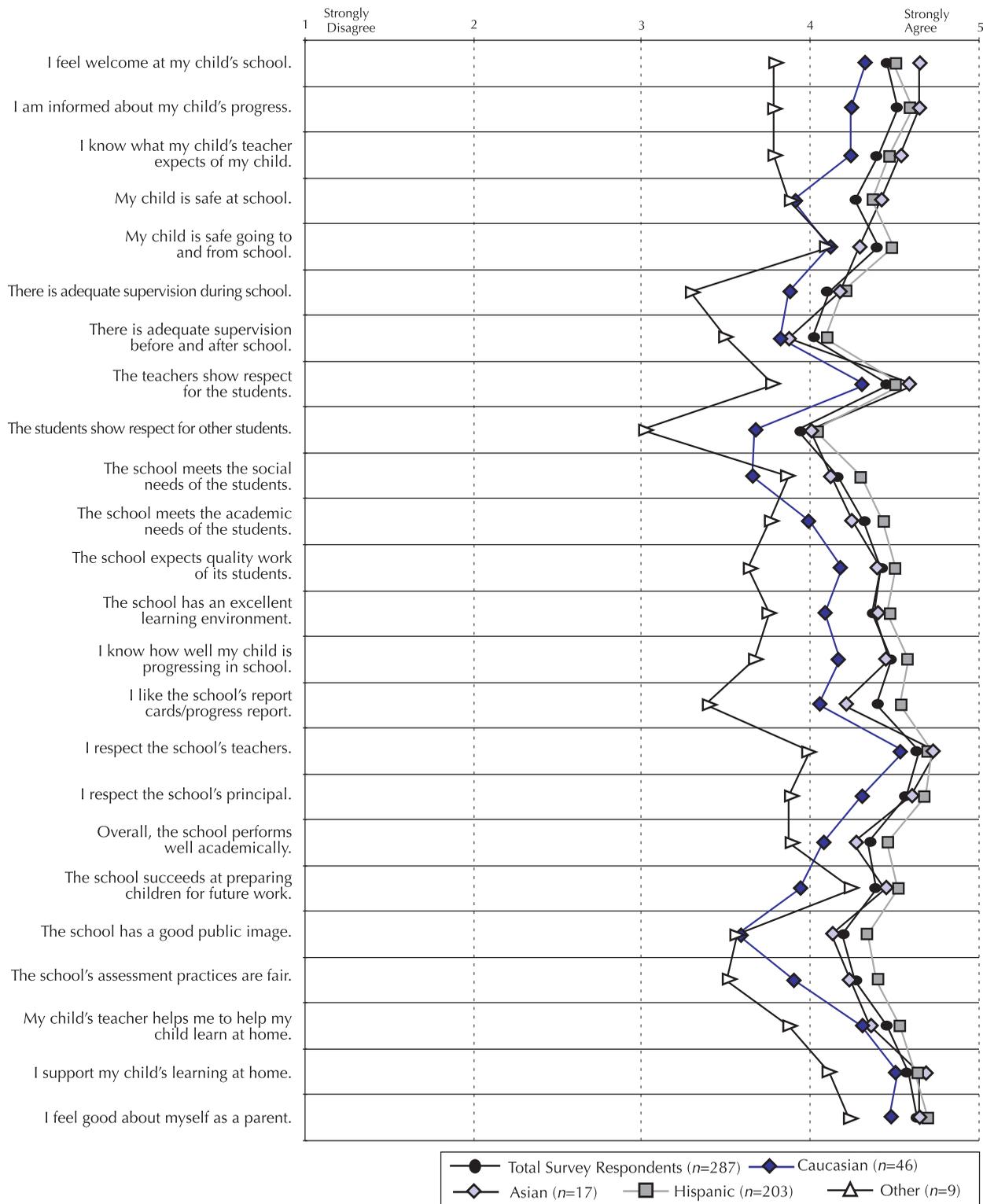
### *Parent Responses by Ethnicity*

Parent questionnaire data were also disaggregated by ethnicity: 203 Hispanic/Latino students (74% of the responding population); 46 Caucasians (17%); 17 Asians (6%); and 9 "Others" (3%) responded. (*Note:* Ethnicity numbers do not add up to the total number of respondents because some parents did not identify themselves by ethnicity.)

While most respondents were in agreement (Figure F-44), parents of "Other" ethnicities were neutral in their response to the item: Students show respect for other students. Also, parents of "Other" ethnicities were less positive to most items, compared to other respondents.

Figure F-44

Somewhere Elementary School Parent Responses by Ethnicity  
May 2013



### *Parent Responses by Native Language*

Parent questionnaire data were also graphed by native language: Spanish language,  $n=185$  (70% of the responding population); English language,  $n=68$  (26%); and other languages,  $n=13$  (5%). Data reveal that average responses were very similar and clustered around the overall average (graph not shown here). All respondents were in agreement with the statements on the questionnaire. (*Note:* Native language numbers do not add up to the total number of respondents because some parents did not identify themselves by this demographic.)

### *Parent Responses by Number of Children in the School*

Results graphed by the number of children in the school: one child,  $n=148$  (66% of the responding population); two children,  $n=67$  (30%); and three children,  $n=10$  (4%); reveal that average parent responses were very similar and clustered around the overall average (graph not shown here). All respondents were in agreement with the statements on the questionnaire. (*Note:* Number of children in the school do not add up to the total number of respondents because some parents did not identify themselves by this demographic.)

### *Parent Responses by Number of Children in the Household*

Parent responses were disaggregated by the number of children in the household: one child,  $n=40$  (22% of the responding population); two children,  $n=76$  (42%); three children,  $n=43$  (24%); four children,  $n=14$  (8%); and five children,  $n=9$  (5%). (*Note:* Numbers do not add up to the total number of respondents because some parents did not identify themselves by this demographic.) Parents were in agreement with all statements on the questionnaire (graph not shown here).

### *Parent Responses by Person Completing the Questionnaire*

Results graphed by the person completing the questionnaire (Mother,  $n=223$ ; and Father,  $n=70$ ), reveal that average responses were very similar and clustered around the overall average (graph not shown here). All respondents were in agreement with the statements on the questionnaire.

### *Parent Open-Ended Responses*

Somewhere Elementary School parents completed two open-ended questions: *What are the strengths of this school?* and *What needs to be improved?* The top ten results are shown below.



#### ***Look Fors:***

**The most often written-in responses to what parents like about school and what needs to be improved.**

#### ***Planning Implications:***

**Are there issues regarding how students are treated or challenged in school?**

## Parent Open-Ended Responses

<b><i>What are the strengths of this school?</i></b>	
<b>May 2010 (N=242)</b>	<b>June 2011 (N=301)</b>
<ul style="list-style-type: none"> <li>• Teachers (49)</li> <li>• Curriculum (13)</li> <li>• Community support (11)</li> <li>• Principal (9)</li> <li>• Safe (9)</li> <li>• Students (6)</li> <li>• Everything (4)</li> <li>• Bilingual program (3)</li> <li>• Teamwork (3)</li> <li>• Communication (3)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers (84)</li> <li>• Principal (11)</li> <li>• Administration (9)</li> <li>• Climate (10)</li> <li>• Curriculum (9)</li> <li>• Safety (7)</li> <li>• Social skills (6)</li> <li>• Parents (5)</li> <li>• All (4)</li> <li>• Communication (4)</li> </ul>
<b>May 2012 (N=295)</b>	<b>May 2013 (N=287)</b>
<ul style="list-style-type: none"> <li>• The teachers the school has (33)</li> <li>• Education/Academics (7)</li> <li>• The principal is excellent (6)</li> <li>• The students (6)</li> <li>• The team work and communication between parents and teachers (6)</li> <li>• That students keep progressing (6)</li> <li>• The school works together as a team (5)</li> <li>• High expectations (4)</li> <li>• The school's rules and behavior policies (4)</li> <li>• The school shows good communication (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Good teachers/caring/supportive/work as a team (39)</li> <li>• We love Somewhere School/very caring/loving environment/great community (9)</li> <li>• Positive academic environment (6)</li> <li>• Excellent communication between teachers and parents (5)</li> <li>• Multi-cultural environment/diversity (4)</li> <li>• Dedication of staff towards students (3)</li> <li>• Teacher/student ratio (2)</li> <li>• Good education (2)</li> <li>• The principal is a parent in the school</li> <li>• Ability to meet families where they are</li> </ul>
<b><i>What do you wish was different at your school?</i></b>	
<b>May 2010 (N=242)</b>	<b>June 2011 (N=301)</b>
<ul style="list-style-type: none"> <li>• Academics (16)</li> <li>• Safety (14)</li> <li>• Nothing (12)</li> <li>• Communication (11)</li> <li>• Yard Duty (7)</li> <li>• Teachers (6)</li> <li>• English only (5)</li> <li>• More after school activities (4)</li> <li>• More differentiation (4)</li> <li>• Principal (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Nothing (29)</li> <li>• Safety (22)</li> <li>• Curriculum (16)</li> <li>• Communication (10)</li> <li>• Activities/whole child (7)</li> <li>• More homework (5)</li> <li>• Parent involvement (5)</li> <li>• After school programs (4)</li> <li>• Lunch (4)</li> <li>• Physical environment (4)</li> </ul>
<b>April 2012 (N=295)</b>	<b>May 2013 (N=287)</b>
<ul style="list-style-type: none"> <li>• Nothing/Everything is good (27)</li> <li>• School safety and security (6)</li> <li>• Reading (3)</li> <li>• More variety in lunch (3)</li> <li>• More bilingual teachers (3)</li> <li>• More community and social activities (2)</li> <li>• More parent/student activities with the school (2)</li> <li>• More after school programs (2)</li> <li>• Recess supervision (2)</li> <li>• School image to the public (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills for the students/manners/no bullying (7)</li> <li>• More supervision before and after school/during lunch recess (7)</li> <li>• Need enrichment-learning beyond what is tested (7)</li> <li>• Breakfast and lunch menus need to be more nutritious (3)</li> <li>• Send more homework (2)</li> <li>• Writing programs and spelling programs (2)</li> <li>• Communication-all aspects (2)</li> <li>• More parent involvement (2)</li> <li>• Nothing - everything is great/Can't think of anything (2)</li> <li>• More teacher/parent conferences</li> </ul>

## STUDENT ACHIEVEMENT

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are *Advanced* (exceeds state standards), *Proficient* (meets standards), *Basic* (approaching standards), *Below Basic* (below standards), and *Far Below Basic* (well below standards). Students scoring at the *Proficient* or *Advanced* levels have met state standards in that content area. Students are considered “proficient” when they score in the *Proficient* or *Advanced* levels of each test.

The STAR test results by grade level are shown in Figures F-45 through F-48 (English Language Arts) and F-49 through F-52 (Mathematics) for Somewhere students. Test results by cohorts, Figures F-53 through F-56 (English Language Arts) and F-57 through F-60 (Mathematics) follow.

Other data analyzed, but not shown here, included:

- ◆ Individual student growth on CST, over time.
- ◆ Classroom results over time.
- ◆ Students over time, within classrooms.



***Look Fors:***

Overall student achievement gains/losses. The student groups that have the highest and lowest percentage scoring *Proficient*. The gaps.

***Planning Implications:***

Are there professional learning programs that all teachers need in order to meet the needs of all students? What other services can be provided for student groups that are not scoring *Proficient* or *Advanced*, or to move all students to proficiency?

English Language Arts CST Proficiency by Grade Level

Figure F-45

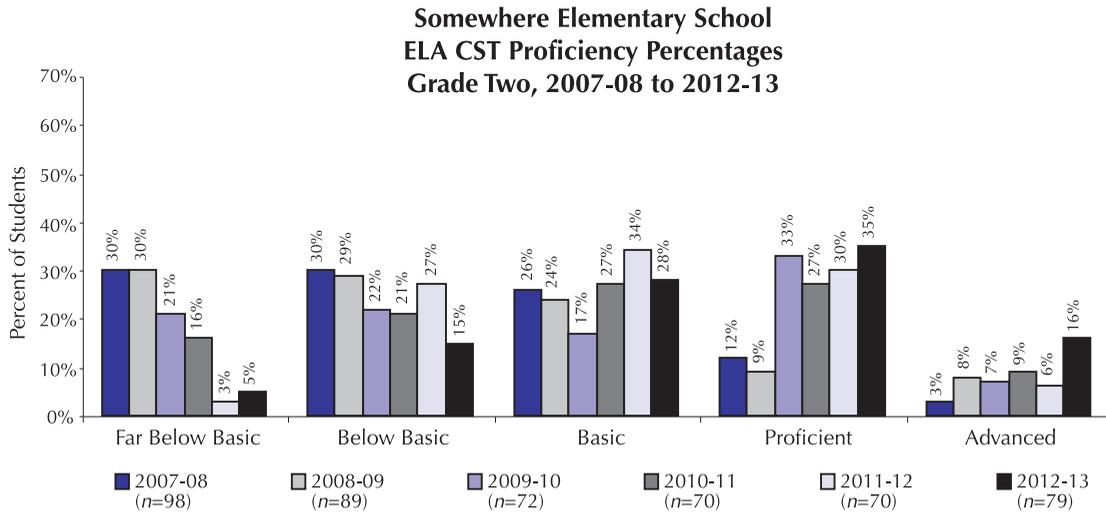


Figure F-46

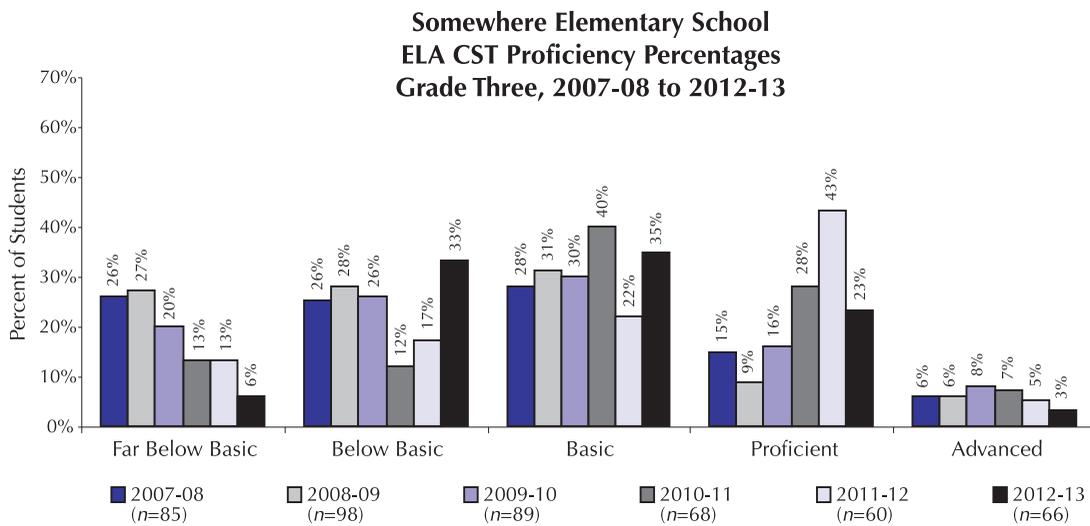


Figure F-47

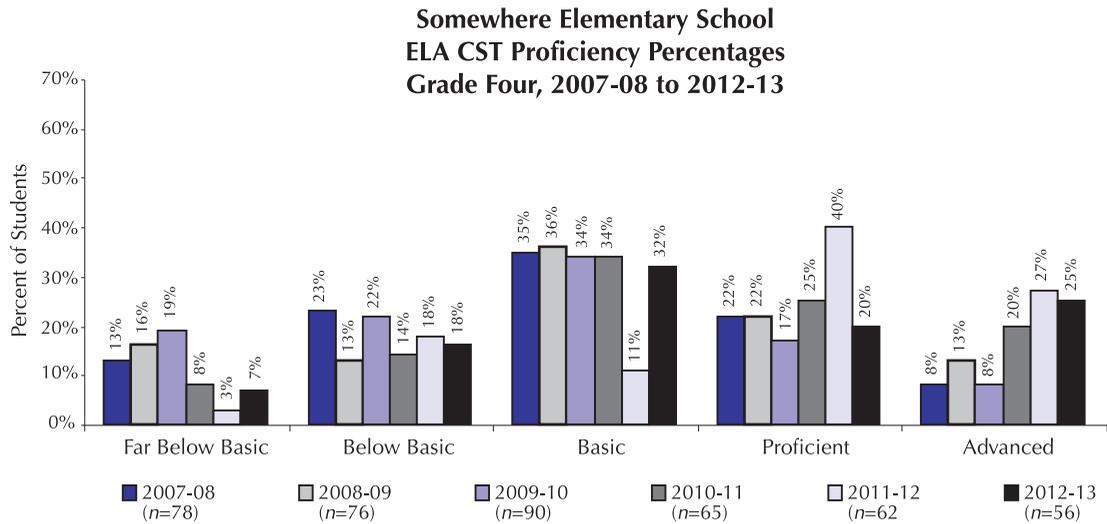
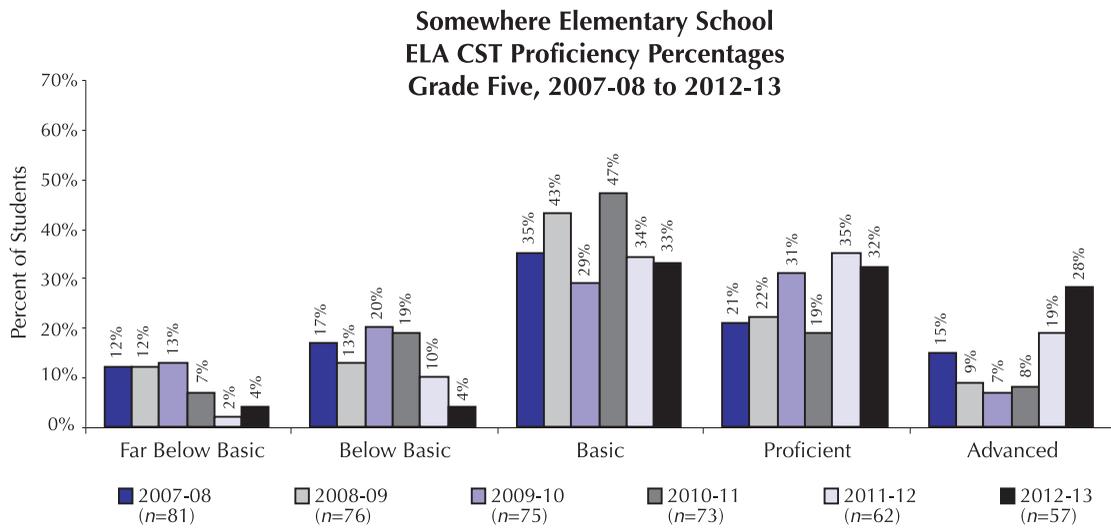


Figure F-48



Mathematics CST Proficiency by Grade Level

Figure F-49

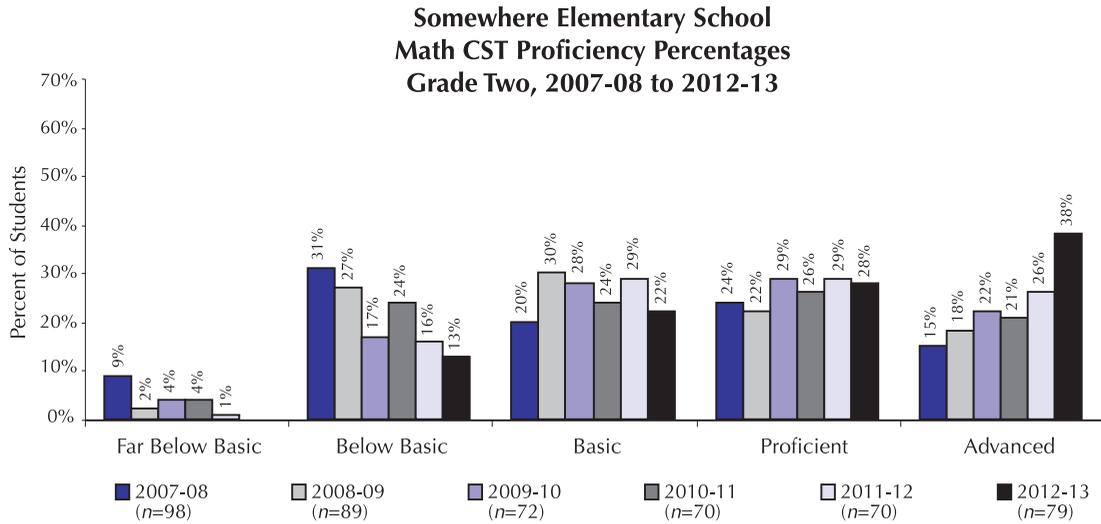


Figure F-50

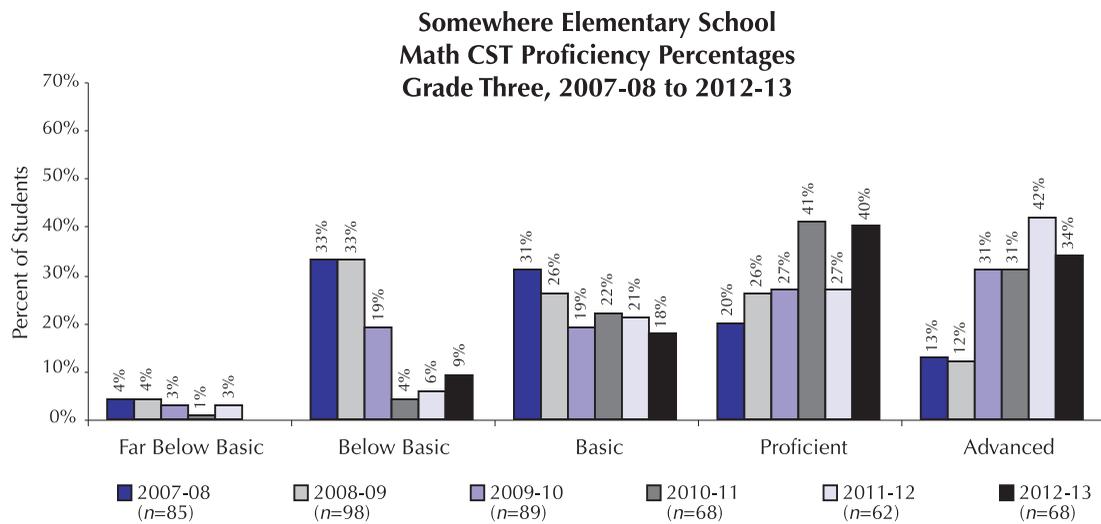


Figure F-51

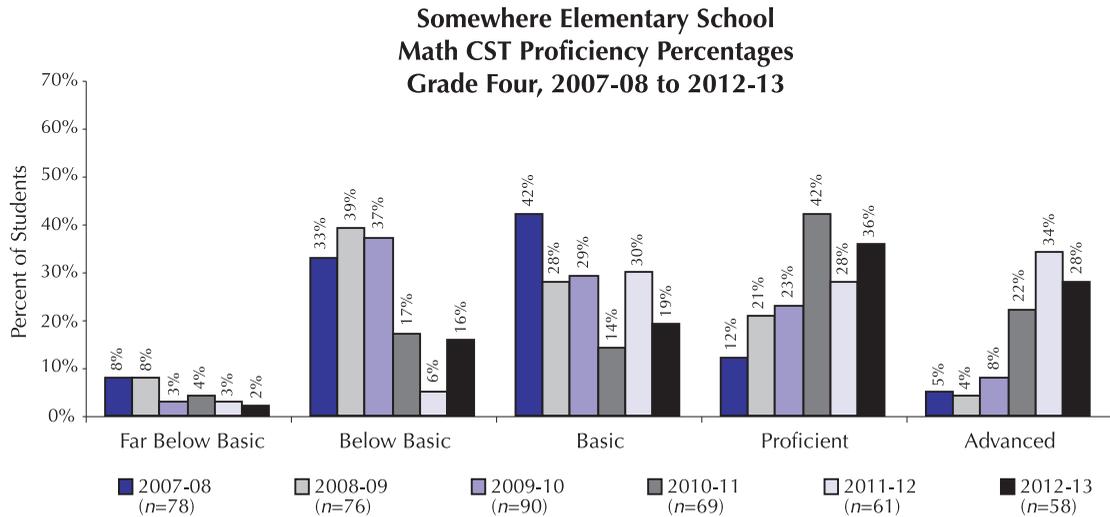
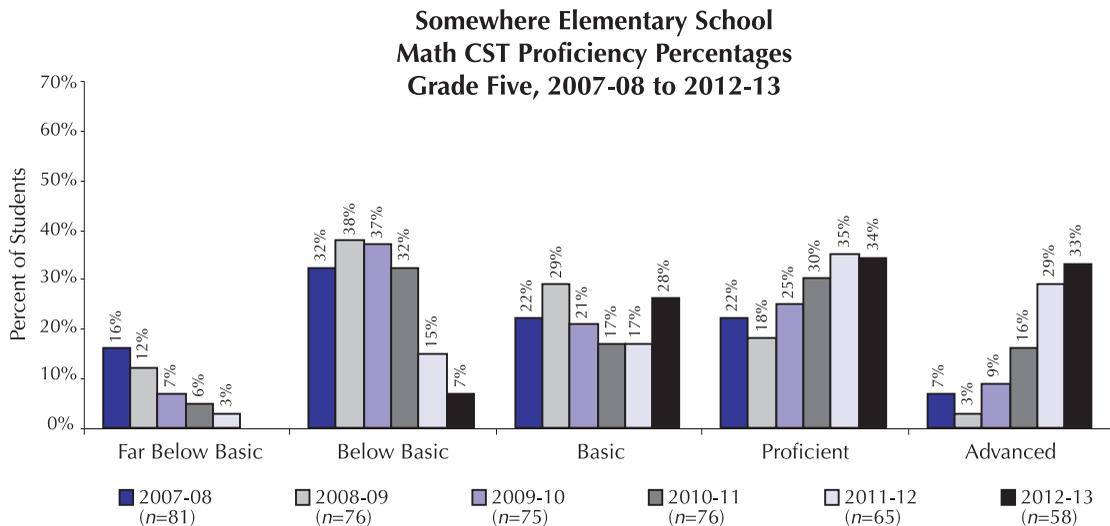


Figure F-52



English Language Arts CST Proficiency by Cohorts

Figure F-53

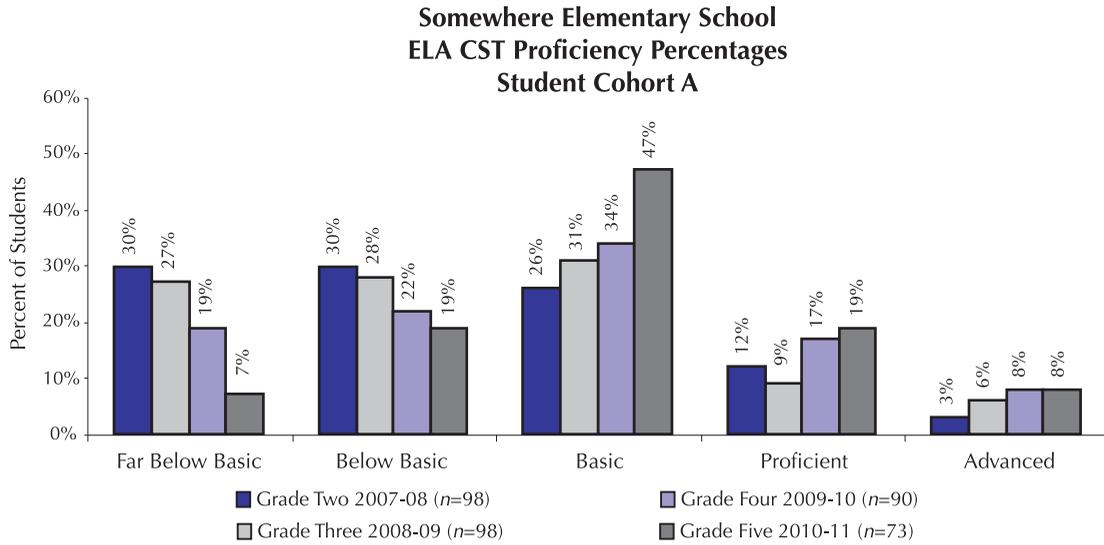


Figure F-54

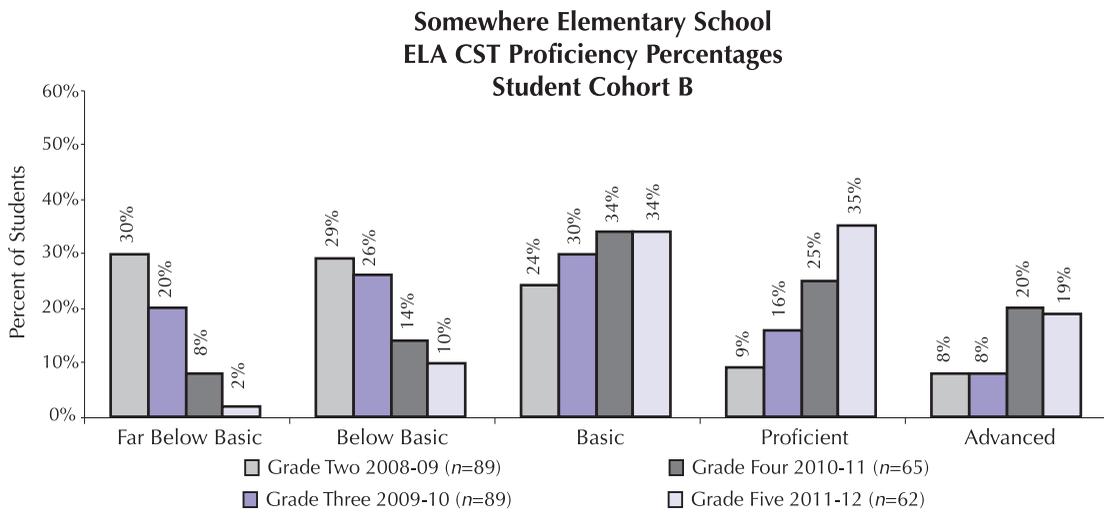


Figure F-55

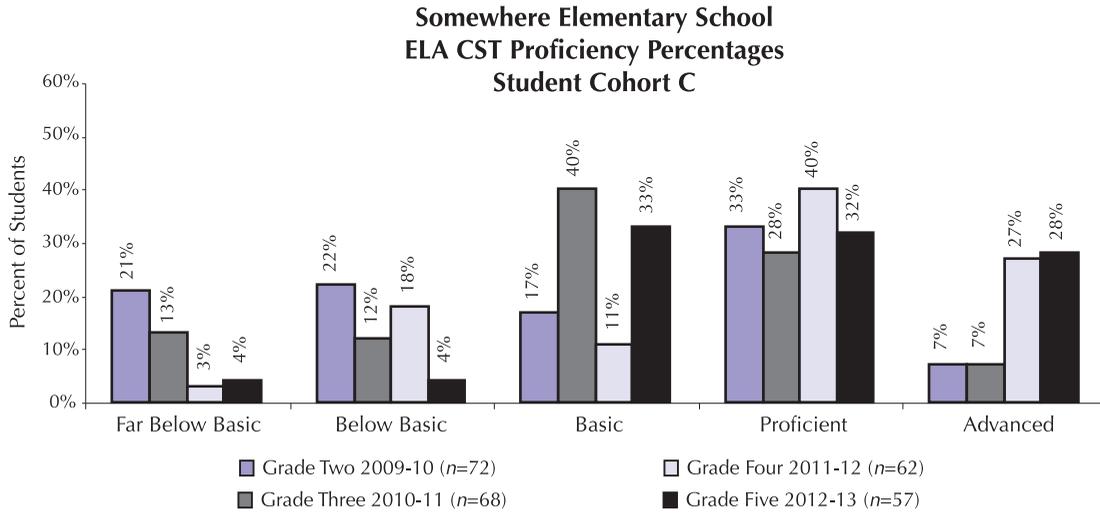
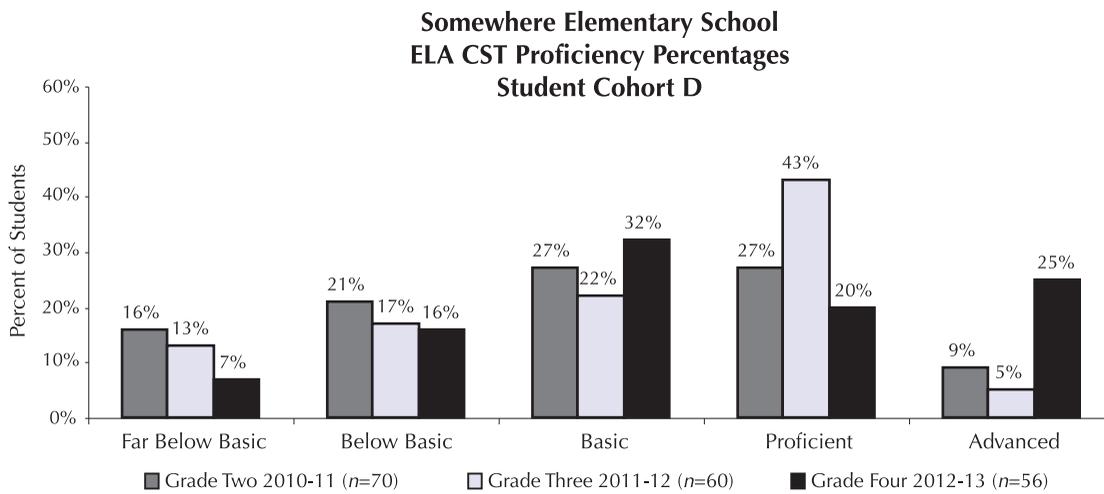


Figure F-56



Mathematics CST Proficiency by Cohorts

Figure F-57

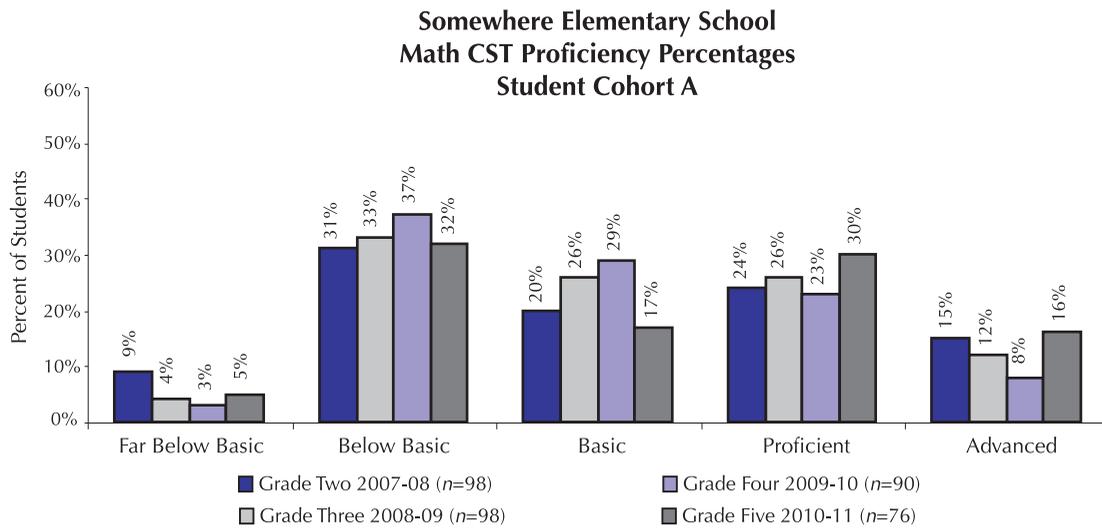


Figure F-58

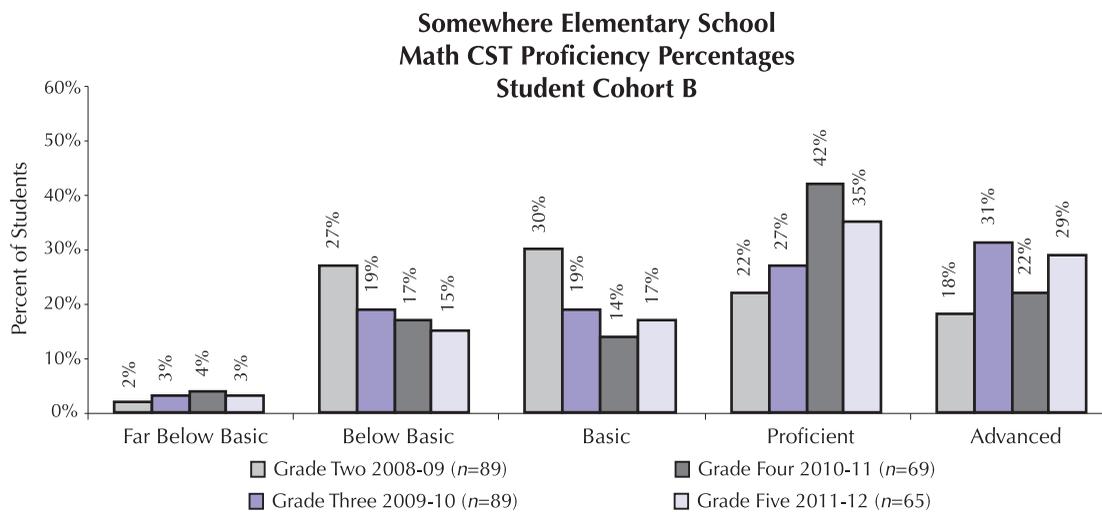


Figure F-59

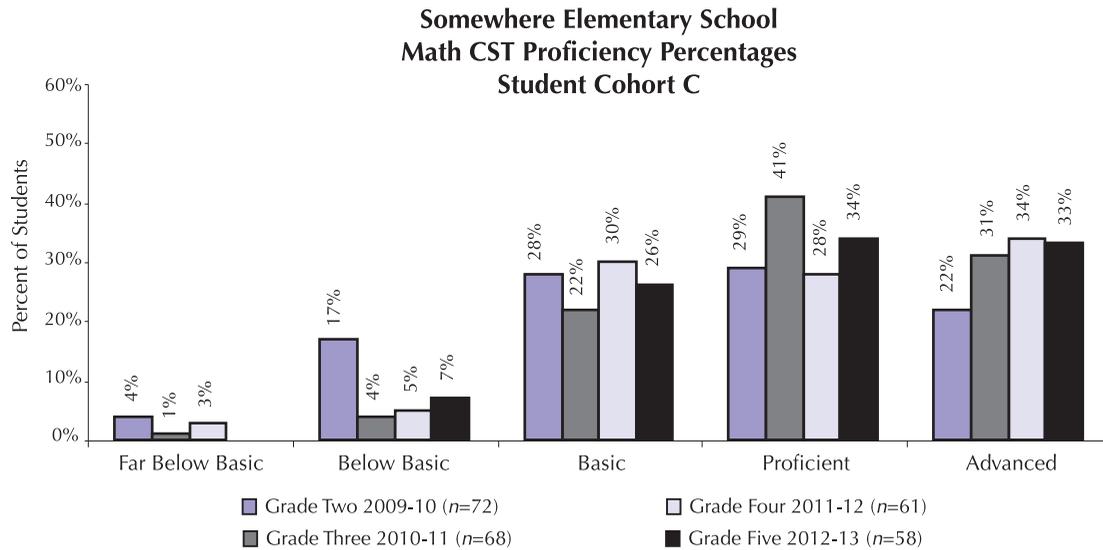
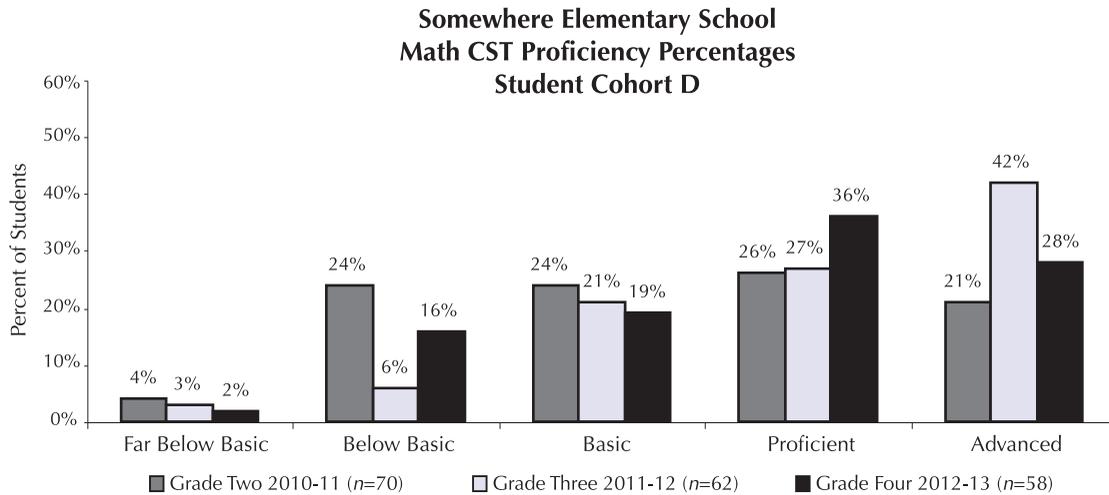


Figure F-60



The CST summary test results by grade level and school total in Figures F61 (English Language Arts) and F-62 (Mathematics) show the number and percentage of Somewhere School students scoring *Proficient* or *Advanced*. Shaded cells represent the student groups and grade levels with 50% or more students scoring *Proficient*.

Figure F-61

Somewhere Elementary School CST Results for English Language Arts  
Number and Percentage Proficient, 2007-08 to 2012-13

			English Language Arts									
			Grade 2		Grade 3		Grade 4		Grade 5		School	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Overall</b>	All Students	2007-08	15	15%	18	21%	23	30%	29	36%	85	24%
		2008-09	15	17%	15	15%	27	35%	24	31%	81	24%
		2009-10	29	40%	21	24%	23	25%	29	38%	102	27%
		2010-11	25	36%	24	35%	29	45%	20	27%	98	36%
		2011-12	25	36%	29	48%	42	67%	33	54%	129	51%
		2012-13	40	51%	17	26%	25	45%	34	60%	117	45%
<b>By Gender</b>	Female	2007-08	8	14%	9	20%	14	39%	13	35%	44	25%
		2008-09	9	16%	9	16%	14	33%	12	33%	44	23%
		2009-10	18	50%	12	23%	14	29%	15	33%	59	32%
		2010-11	14	40%	14	37%	16	40%	13	30%	57	36%
		2011-12	14	35%	15	45%	27	75%	20	48%	76	50%
		2012-13	25	57%	10	27%	14	48%	19	59%	68	48%
	Male	2007-08	7	17%	9	23%	9	21%	16	36%	41	25%
		2008-09	6	18%	6	15%	13	38%	12	30%	37	25%
		2009-10	11	31%	9	24%	8	20%	13	43%	41	28%
		2010-11	11	31%	10	33%	13	52%	7	24%	41	34%
		2011-12	11	37%	14	52%	15	58%	14	70%	54	52%
		2012-13	16	46%	7	24%	11	41%	15	60%	49	42%
<b>By Ethnicity</b>	Hispanic/Latino	2007-08	5	9%	7	13%	7	16%	6	15%	25	13%
		2008-09	2	4%	5	8%	16	31%	9	20%	32	15%
		2009-10	17	34%	6	11%	11	18%	14	28%	48	22%
		2010-11	14	29%	14	30%	12	30%	13	27%	53	29%
		2011-12	16	28%	14	37%	29	64%	16	43%	75	43%
		2012-13	29	50%	9	18%	15	39%	23	58%	76	41%
	Caucasian	2007-08	8	36%	7	50%	11	52%	19	61%	45	51%
		2008-09	9	43%	5	33%	8	57%	8	53%	30	46%
		2009-10	11	69%	11	55%	5	45%	10	71%	37	61%
		2010-11	9	82%	10	77%	11	85%	3	25%	33	67%
		2011-12	6	85%	8	80%	10	83%	10	72%	34	81%
		2012-13	9	64%	3	43%	4	67%	9	69%	25	63%
<b>By Free/Reduced Lunch</b>	2007-08	4	9%	3	6%	13	28%	7	16%	27	14%	
	2008-09	20	32%	19	28%	13	25%	8	16%	60	26%	
	2009-10	22	39%	6	11%	13	20%	16	32%	56	24%	
	2010-11	16	29%	14	27%	14	33%	15	29%	59	29%	
	2011-12	17	29%	21	43%	30	60%	19	45%	87	44%	
	2012-13	32	50%	12	21%	19	40%	22	50%	85	40%	

Note: *Number Tested* = the number of students in that student group and grade level who took the test.  
*Number Proficient* = the number of students who scored *Proficient* or *Advanced* on the test.  
*Percent Proficient* = the number of students who scored *Proficient* or *Advanced* on the test, divided by the number taking the test.

Figure F-61 (Continued)

Somewhere Elementary School CST Results for English Language Arts  
Number and Percentage Proficient, 2007-08 to 2012-13

			English Language Arts									
			Grade 2		Grade 3		Grade 4		Grade 5		School	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>By English Language Learners</b>	English Learners	2007-08	19	4%	7	14%	6	16%	4	13%	36	21%
		2008-09	3	6%	2	4%	9	23%	8	21%	22	12%
		2009-10	6	19%	4	8%	7	13%	5	15%	22	13%
		2010-11	8	20%	7	20%	9	24%	8	18%	32	21%
		2011-12	16	31%	9	26%	15	55%	12	38%	145	36%
		2012-13	24	47%	11	23%	7	23%	10	41%	52	34%
<b>Fluent English Proficient/English Only</b>		2007-08	13	26%	11	32%	17	41%	25	51%	66	38%
		2008-09	12	34%	13	32%	18	50%	16	42%	59	39%
		2009-10	23	58%	17	44%	15	41%	23	56%	78	50%
		2010-11	17	57%	17	53%	20	74%	12	41%	66	56%
		2011-12	9	50%	19	79%	27	77%	22	70%	108	71%
		2012-13	17	61%	6	34%	18	69%	24	70%	65	61%

Figure F-62

Somewhere Elementary School CST Results for Mathematics  
Number and Percentage Proficient, 2007-08 to 2012-13

			Mathematics									
			Grade 2		Grade 3		Grade 4		Grade 5		School	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Overall</b>	All Students	2007-08	39	39%	28	33%	13	17%	23	29%	102	30%
		2008-09	36	40%	37	38%	19	25%	16	21%	108	32%
		2009-10	37	51%	52	58%	28	31%	26	34%	143	39%
		2010-11	33	47%	50	72%	44	64%	35	46%	162	57%
		2011-12	39	55%	43	69%	38	62%	42	64%	162	63%
		2012-13	52	66%	50	74%	37	64%	39	67%	178	68%
<b>By Gender</b>	Female	2007-08	18	32%	14	30%	7	19%	9	24%	48	27%
		2008-09	20	36%	21	36%	9	21%	8	22%	58	30%
		2009-10	20	56%	29	56%	14	29%	13	29%	76	42%
		2010-11	18	51%	31	81%	23	56%	21	48%	93	59%
		2011-12	19	58%	24	72%	22	63%	25	58%	90	64%
		2012-13	33	75%	22	58%	19	66%	24	76%	99	69%
	Male	2007-08	21	51%	14	36%	6	14%	15	34%	56	34%
		2008-09	16	47%	16	40%	10	29%	8	20%	50	34%
		2009-10	17	47%	23	62%	14	34%	13	43%	67	47%
		2010-11	15	43%	19	61%	21	75%	14	44%	69	55%
		2011-12	19	66%	19	68%	16	62%	17	77%	71	66%
		2012-13	19	54%	28	93%	18	62%	15	58%	80	67%
<b>By Ethnicity</b>	Hispanic/Latino	2007-08	16	28%	14	25%	6	13%	8	21%	44	22%
		2008-09	16	29%	14	22%	11	21%	5	11%	46	21%
		2009-10	21	42%	25	46%	13	21%	15	30%	74	34%
		2010-11	19	40%	31	66%	24	55%	20	40%	94	50%
		2011-12	26	46%	26	66%	27	61%	22	55%	101	56%
		2012-13	36	62%	39	75%	25	61%	28	69%	128	67%
	Caucasian	2007-08	15	68%	6	43%	5	24%	12	39%	38	43%
		2008-09	13	62%	10	67%	6	43%	5	33%	34	52%
		2009-10	12	75%	16	80%	6	55%	8	57%	42	69%
		2010-11	11	100%	11	79%	12	92%	7	58%	41	82%
		2011-12	6	85%	8	80%	7	58%	11	79%	32	74%
		2012-13	11	79%	3	41%	4	67%	8	62%	26	65%
<b>By Free/ Reduced Lunch</b>		2007-08	13	28%	9	18%	6	13%	4	9%	32	17%
		2008-09	5	8%	6	9%	16	31%	13	27%	40	17%
		2009-10	26	46%	31	51%	16	24%	17	32%	90	38%
		2010-11	24	43%	34	64%	26	55%	21	38%	105	50%
		2011-12	28	50%	35	68%	29	60%	26	57%	118	59%
		2012-13	42	66%	44	75%	31	63%	30	67%	148	68%

Note: Number Tested = the number of students in that student group and grade level who took the test.  
 Number Proficient = the number of students who scored Proficient or Advanced on the test.  
 Percent Proficient = the number of students who scored Proficient or Advanced on the test, divided by the number taking the test.

Figure F-62 (Continued)

Somewhere Elementary School CST Results for Mathematics  
Number and Percentage Proficient, 2007-08 to 2012-13

			Mathematics									
			Grade 2		Grade 3		Grade 4		Grade 5		School	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>By English Language Learners</b>	English Learners	2007-08	12	25%	16	31%	4	11%	4	13%	36	21%
		2008-09	17	31%	15	27%	6	15%	5	13%	22	12%
		2009-10	10	31%	25	50%	12	23%	7	21%	54	32%
		2010-11	12	30%	22	63%	20	49%	17	36%	71	44%
		2011-12	27	52%	23	64%	14	52%	18	54%	148	55%
		2012-13	31	61%	38	78%	21	66%	13	57%	104	67%
<b>Fluent English Proficient/English Only</b>		2007-08	27	54%	12	35%	9	22%	20	41%	68	39%
		2008-09	19	54%	22	54%	13	36%	11	29%	65	43%
		2009-10	27	68%	27	69%	16	43%	19	46%	89	57%
		2010-11	21	70%	27	82%	24	89%	18	62%	90	76%
		2011-12	11	61%	19	76%	24	70%	24	75%	109	72%
		2012-13	21	75%	12	63%	16	62%	26	74%	75	69%