

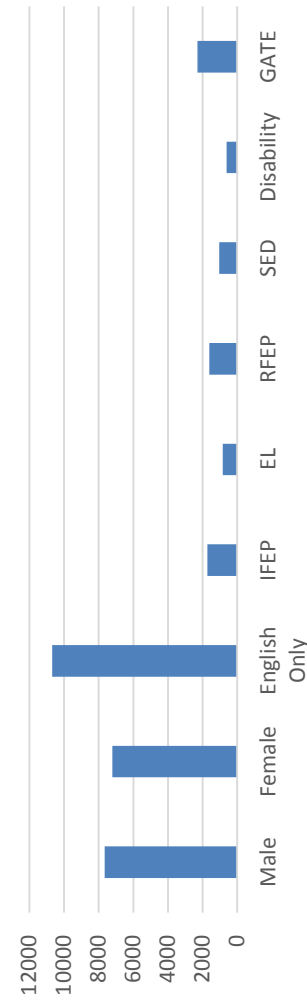
DRAFT as of 05/16/2014

Pleasanton Unified School District – Data Summary 2014

Student Demographics District-Wide Overview - Spring 2014

	English			Language			Disability		
	Male	Female	Only	IFEP	EL	RFEP	Prof TBD	SED	GATE
American Indian/Alaska Native	77	37	40	75	2	0	0	11	9
Asian	5024	2615	2409	2030	1389	420	7	172	99
Black/African American	361	189	172	347	6	1	0	76	19
Hispanic or Latino	1464	718	746	859	95	303	2	463	80
Other Asian	490	264	226	431	22	17	0	34	16
White	7459	3838	3621	6948	219	90	5	289	392
Grand Total	14875	7661	7214	10690	1733	831	14	1045	615

Student Demographics Spring 2014



IFEP = Students with another language at home who are tested for English proficiency and are determined **Initially Fluent English Proficient**.

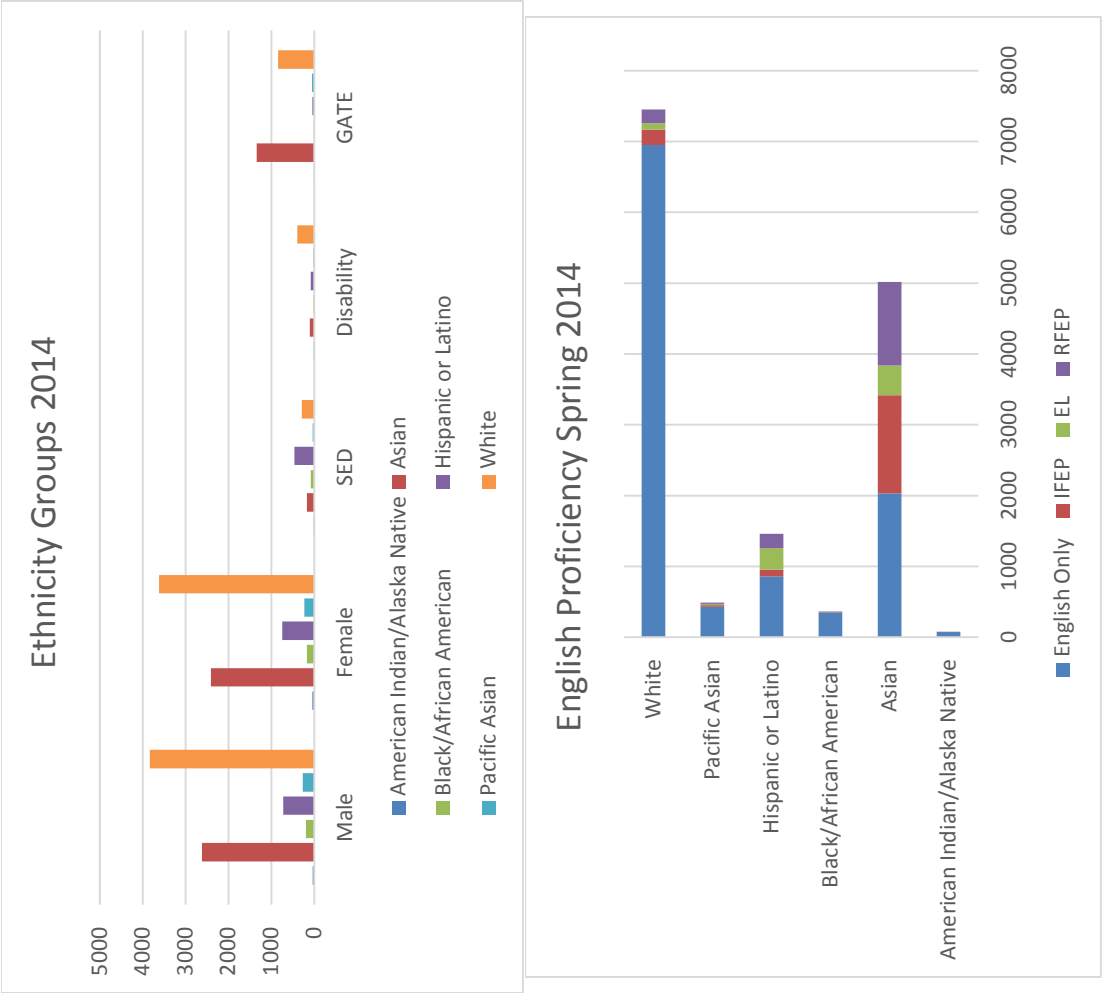
EL = Students who are tested for English proficiency and are determined **English Learners**.

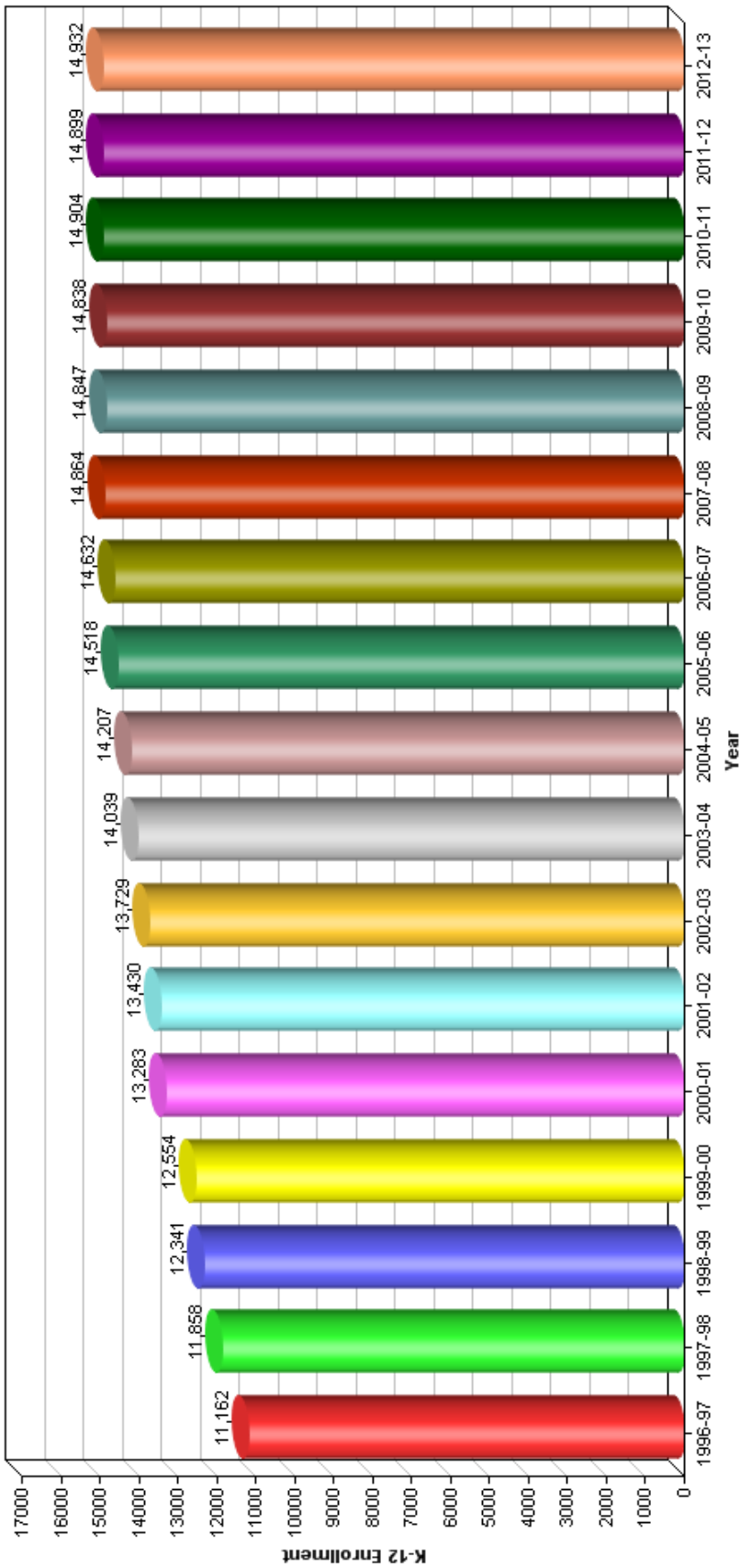
RFEP = Students who are tested and determined EL, and later **Reclassified to Fluent English Proficiency**.

SED = Students who are **Socio-Economically Disadvantaged**

Disability = Students who have a **learning disability**.

GATE = Students who have been tested and qualified for **Gifted and Talented Education** services (Grades 4-12).





ChartDirector (unregistered) from www.advsofteng.com

California Standards Test (CST)

The California Standards Test is an end of the year assessment given to students in grades 2-11. It measures students' progress towards mastery of the California Content Standards. This test will no longer be given for English Language Arts and Math. It will be replaced with the Smarter Balanced test which will be operational in spring of 2015 and measures students' progress towards mastery of the Common Core State Standards.

	English/Language Arts <i>Percent Proficient or Above</i>			Math <i>Percent Proficient or Above</i>		
	2011	2012	2013	2011	2012	2013
District	84	86	84	81	83	83
English Learners	67	73	70	75	78	77
Socio-economically Disadvantaged	54	56	56	52	54	54
White	85	86	84	80	81	81
Black/African Am	67	70	62	57	58	59
Hispanic	60	66	62	57	61	60
Asian	93	93	93	94	94	95
Students with Disabilities	59	59	57	55	56	56
AYP Target*	67	78	89	67	78	89

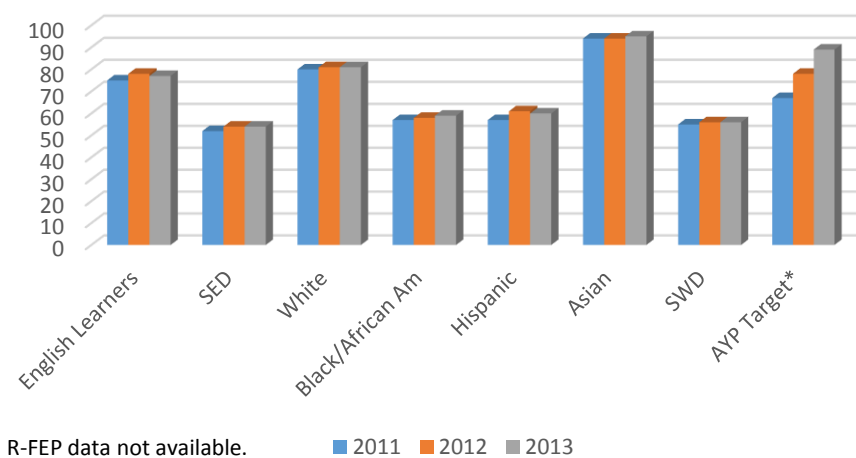
*AYP Target – Adequate Yearly Progress is a measure of federal accountability. The federal target was for 100% of students to be proficient or above by 2014.

English/Language Arts Percent Proficient or Above (CST)



Math Percent Proficient or Above (CST)

Chart 2



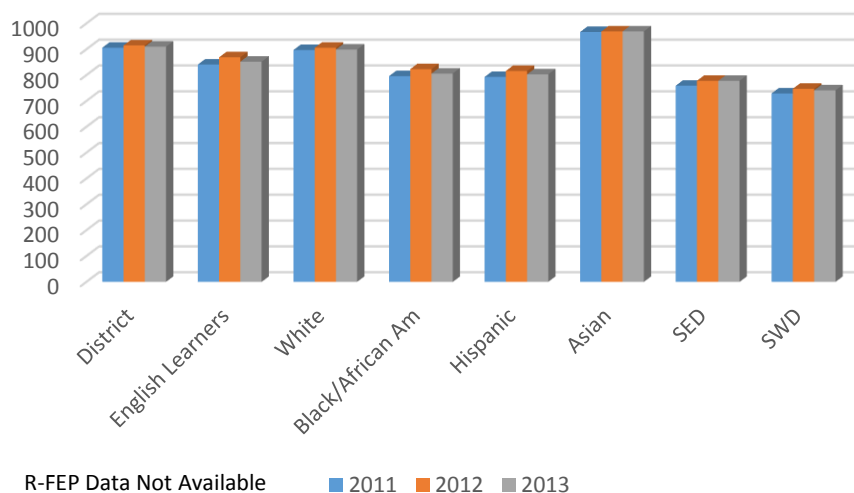
Academic Performance Index

The Academic Performance Index (API) is a state measure of accountability. The state has set 800 as the API target for all schools to meet. This measure is suspended for the 2014 and 2015 years.

	2011	2012	2013	2013 Students Included in API	2013 Participation Rate
District	906	915	910	11,311	
English Learners	841	869	852	1,093	10%
White	897	906	899	5,796	51%
Black/African Am	796	823	806	219	2%
Hispanic	793	816	803	1,026	9%
Asian	967	969	969	3,559	31%
Socio-economically Disadvantaged (SED)	759	778	778	797	7%
Students with Disabilities	729	747	741	1,423	13%

Accademic Performance Index (API)

Chart 3



Title III Accountability

Each year students who have been identified as English Learners are given the California English Language Development Test (CELDT). This test identifies students' English proficiency as Beginning, Early Intermediate, Early Advanced or Advanced. Students are expected to improve one level each year in English proficiency as measured by this test. Students who achieve Early Advanced or Advanced on the CELDT can be considered for reclassified as Fluent English Proficient. The progress of English Learners is measured by CDE using three Annual Measurable Achievement Objectives (AMAOs).

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

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

AMAO 3 – Adequate Yearly Progress for EL Student Group at the District Level*

			AMAO 2					
AMAO 1			Less than 5 years		5 Years or More		AMAO 3	
Year	Target	Actual	Target	Actual	Target	Actual	ELA	Math
2010-2011	55	70	19	32	43	54	No	Yes
2011-2012	56	74	20	33	45	56	Yes	Yes
2012-2013	58	73	21	33	47	54	No	Yes

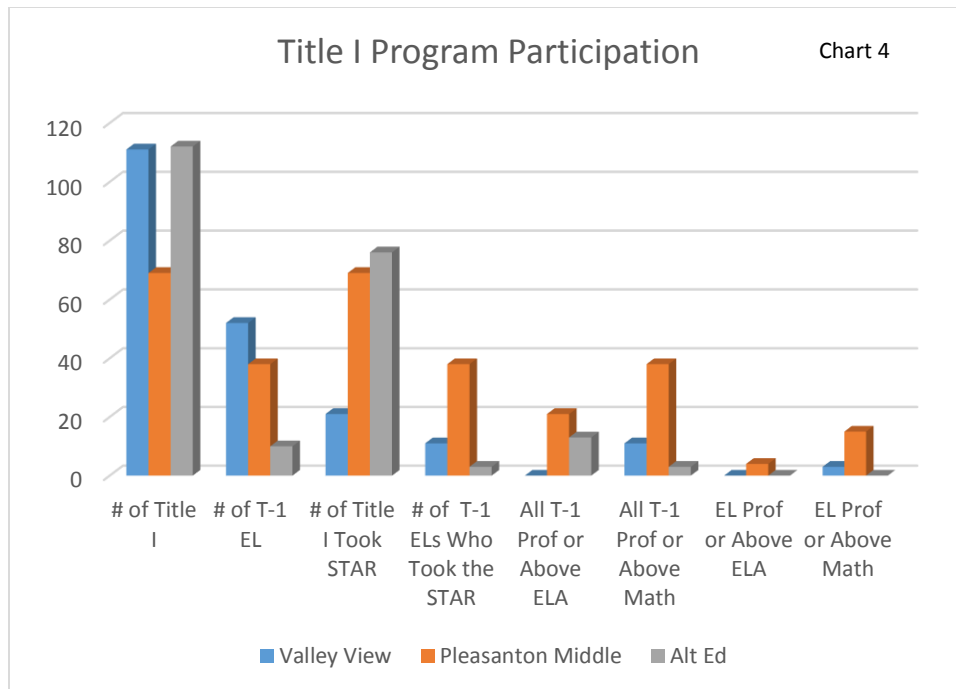
*Subgroup achieved AYP

Title I Program Participation

There are three Title I Targeted Assistance Schools in the district, Valley View Elementary, Pleasanton Middle School, and Village High School (ALT Ed). The schools have full time Title I teachers providing intervention to at-risk students during the school day. Students are identified using multiple measures, including CST scores and receive reading intervention to accelerate their progress in English Language Arts and Math. This instruction is provided by the Title I teacher in a small group outside of the regular classroom.

Chart 4

2012-2013	# of Title I Students Served	# of EL Students Served	# of Title I Students Who Took the STAR	# of EL Students Who Took the STAR	All Students Served # Proficient or Above on the CST		English Learners # Proficient or Above on the CST	
					E/LA	Math	E/LA	Math
Valley View	111	52	21	11	0	11	0	3
Pleasanton Middle	69	38	69	38	21	38	4	15
Alt Ed	112	10	76	3	13	3	0	0

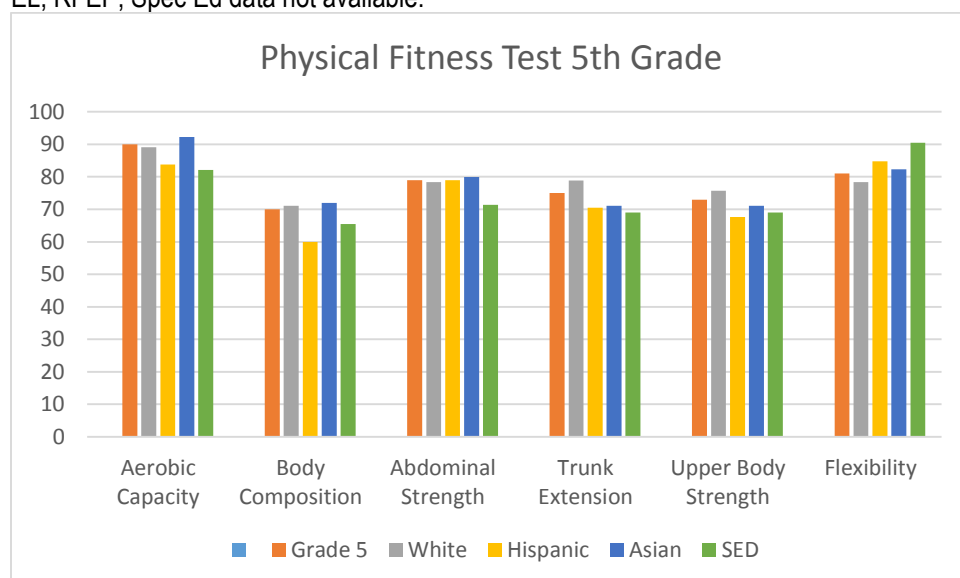


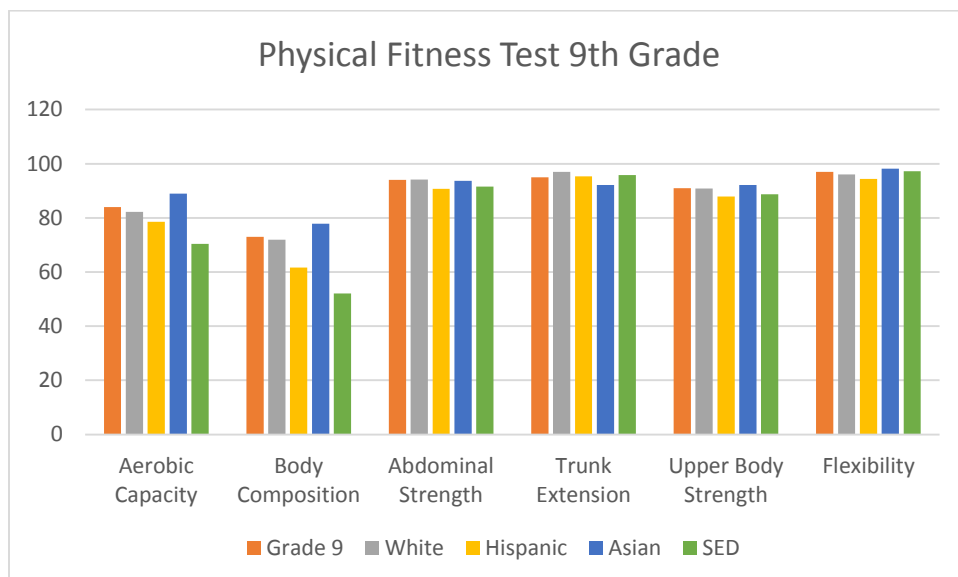
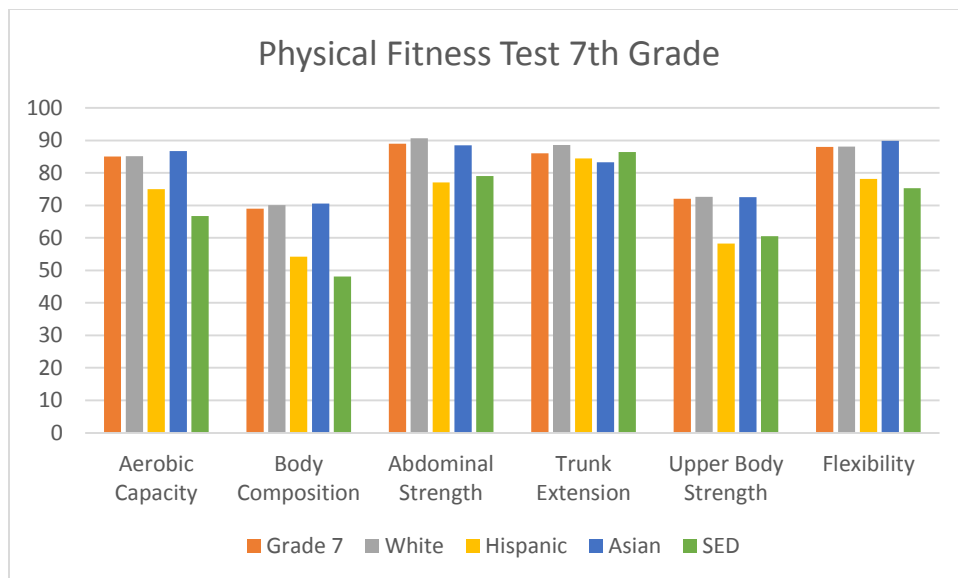
Physical Fitness Test

The Physical Fitness test is given all students in grades 5, 7 and 9 between February and May. The test measures students' progress in meeting the California Physical Education Content Standards. Students in elementary school are provided 200 minutes of physical education every ten days by both the classroom teacher and the physical education specialists. The table below shows the percentage of students in the Healthy Fitness Zone for each of the six areas measured on the Physical Fitness Test.

2012-13 Healthy Fitness Zone						
Physical Fitness Area	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extension	Upper Body Strength	Flexibility
Grade 5	90	70	79	75	73	81
White	89.1	71.1	78.4	78.9	75.7	78.4
Black/African Am	None					
Hispanic	83.8	60	79	70.5	67.6	84.8
Asian	92.3	72	79.9	71.1	71.1	82.3
SED	82.1	65.5	71.4	69.0	69.0	90.5
Grade 7	85	69	89	86	72	88
White	85.1	70.1	90.7	88.6	72.6	88.1
Black/African Am	None					
Hispanic	75	54.2	77.1	84.4	58.3	78.1
Asian	86.7	70.6	88.5	83.3	72.5	89.9
SED	66.7	48.1	79.0	86.4	60.5	75.3
Grade 9	84	73	94	95	91	97
White	82.2	71.9	94.1	97.0	90.8	96.0
Black/African Am	None					
Hispanic	78.5	61.7	90.7	95.3	87.9	94.4
Asian	88.9	77.8	93.7	92.2	92.2	98.2
SED	70.4	52.1	91.5	95.8	88.7	97.2

EL, RFEP, Spec Ed data not available.





Student Engagement and School Climate

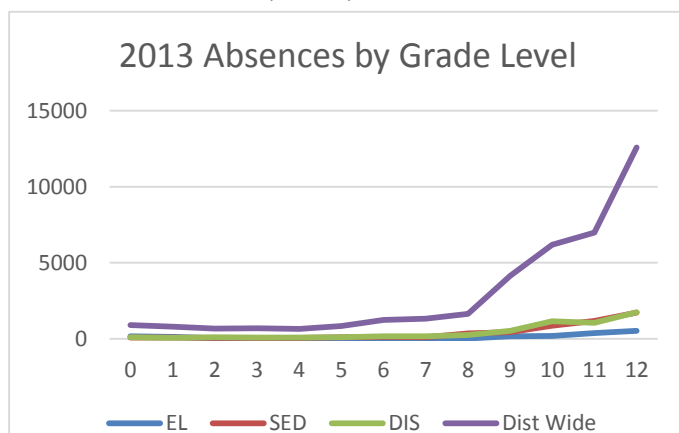
Multiple measures are used to determine student engagement and school climate, including student attendance, suspension rate, and the California Healthy Kids Survey.

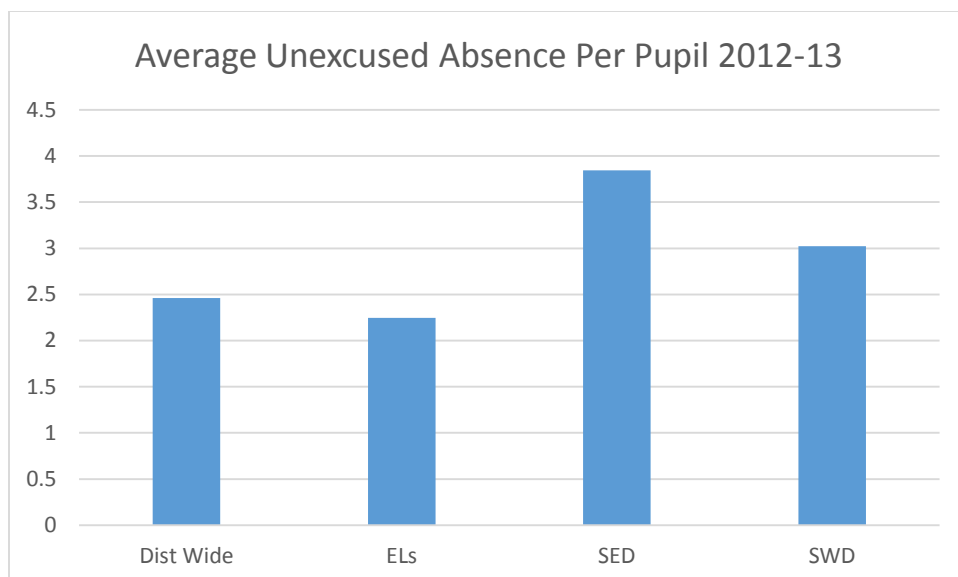
K-12 Student Attendance Rates

One measure of student engagement is attendance. This table shows the number of unexcused absences for a full day. These are absences which are not due to illness, or other excused absences, such as a family emergency. A student with a combination of 3 or more unexcused absences and/or unresolved cuts or tardies indicates an attendance concern. The table has been calculated by days the absence or tardy occurred.

Example: Middle School and High School students who have had an unexcused absence from one period or 6 periods on the same day counts as one absence.

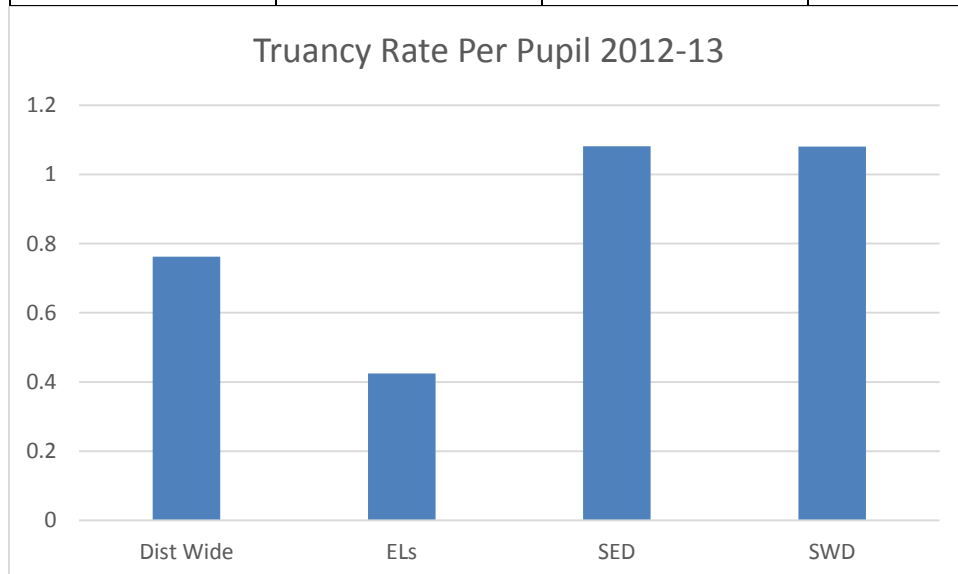
# of Unexcused Absences	District	English Learners	Socio-economically Disadvantaged	Students with Disabilities
2010-2011	37524	(772) 2450	4984	(1697) 5107
2011-2012	38695	(831) 2459	(1,083) 6127	(1635) 5592
2012-2013	(14,886) 36649	(812) 1824	(1,076) 4137	(1637) 4951





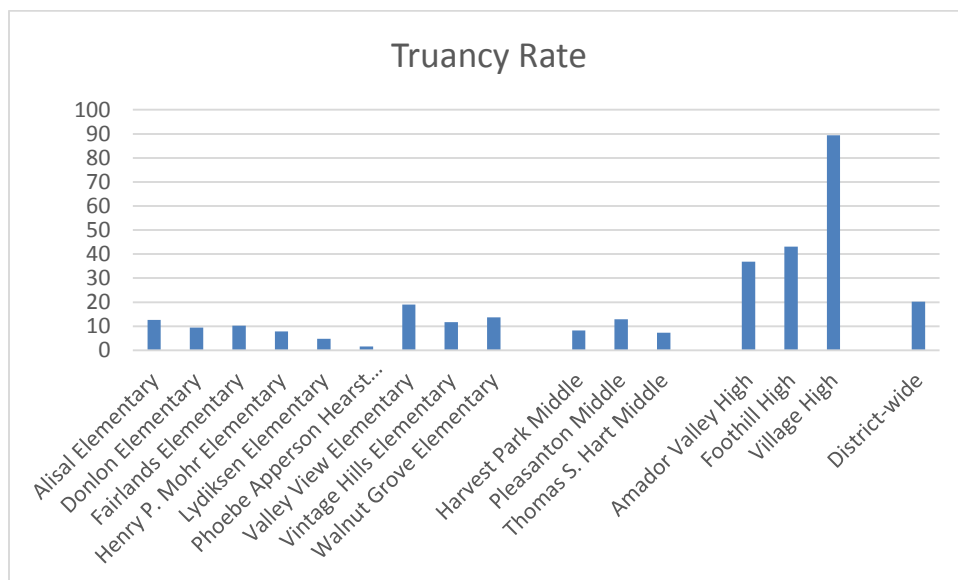
A truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof"

# of Truancies	District	English Learners	Socio-economically Disadvantaged	Students with Disabilities
2010-2011	9838	(772) 383	1185	(1697) 1418
2011-2012	10382	(831) 306	(1,083) 1131	(1635) 1439
2012-2013	(14,886) 11343	(812) 345	(1,076) 1163	(1637) 1769



Truancy Rate by Site 2012-13

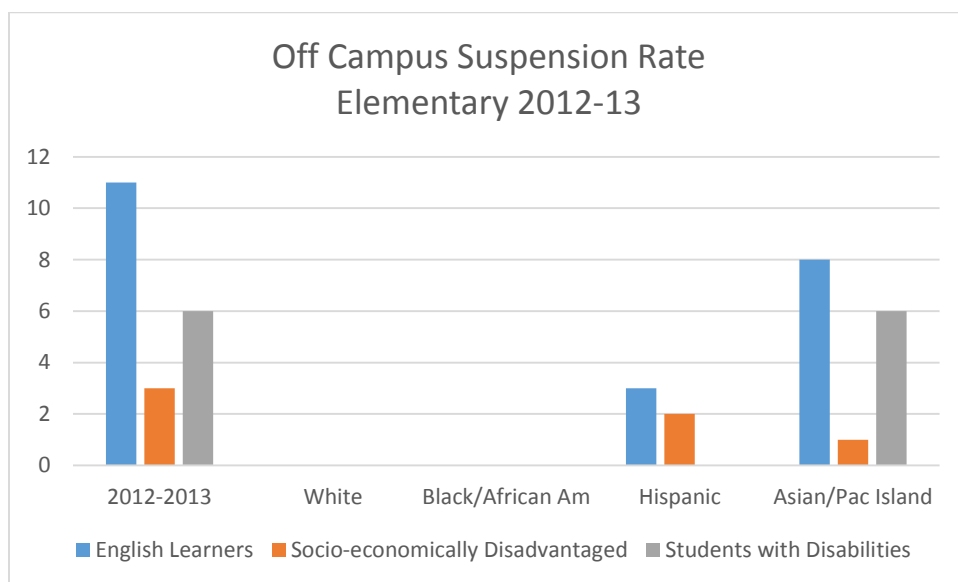
Name	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Alisal Elementary	593	628	79	12.58
Amador Valley High	2,625	2,690	992	36.88
Donlon Elementary	811	866	82	9.47
Fairlands Elementary	761	808	83	10.27
Foothill High	2,191	2,252	970	43.07
Harvest Park Middle	1,227	1,253	103	8.22
Harvest Park Preschool Center	0	120	0	0
Henry P. Mohr Elementary	707	740	58	7.84
Lydiksen Elementary	695	738	35	4.74
Phoebe Hearst Elementary	752	776	12	1.55
Pleasanton Middle	1,195	1,233	159	12.9
Thomas S. Hart Middle	1,114	1,148	84	7.32
Valley View Elementary	723	758	144	19
Village High	126	171	153	89.47
Vintage Hills Elementary	636	665	78	11.73
Walnut Grove Elementary	698	723	99	13.69
District-wide	14,854	15,390	3,131	20.17



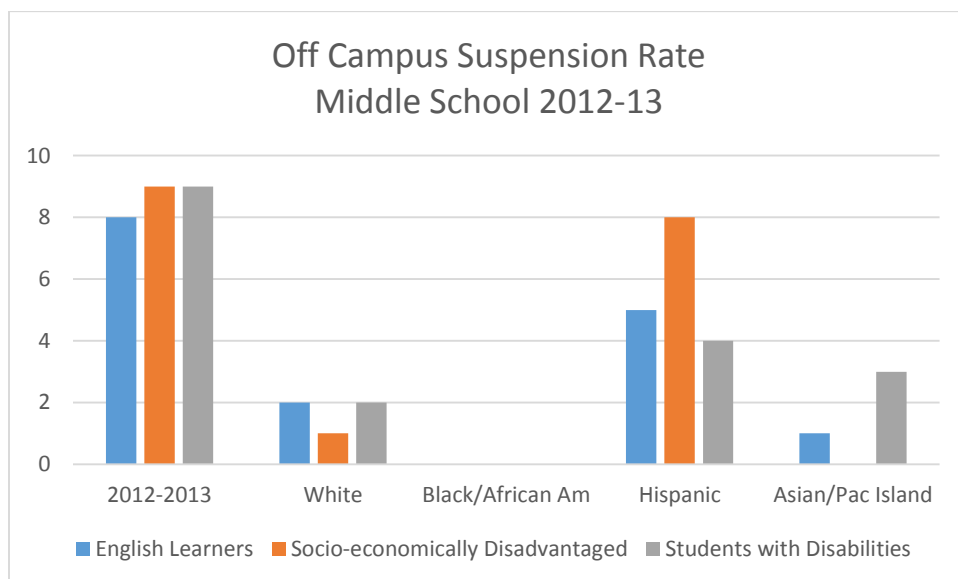
Student Off-Campus Suspension Rate K-12

The suspension rate is an indicator of school climate. A suspension means that the student does not attend school for a specified amount of time. Most suspensions are for 1-2 school days. The table below shows the total number of suspension days during the school years 2011-12 and 2012-13.

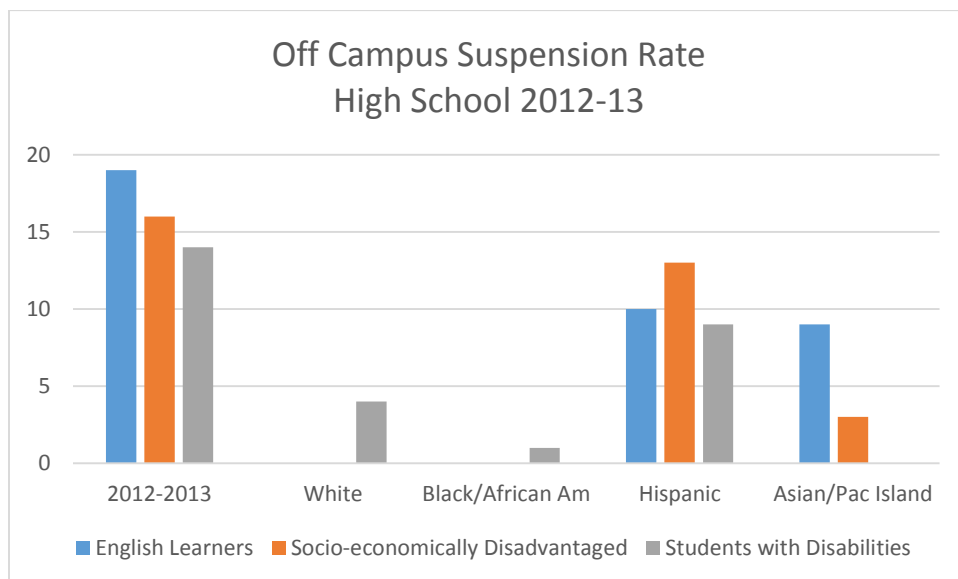
Total # of Suspensions	Elementary	English Learners	Socio-economically Disadvantaged	Students with Disabilities
2011-2012	86	9	5	6
White	48	2	0	2
Black/African Am	3	0	0	0
Hispanic	10	4	4	1
Asian/Pac Island	21	3	1	3
2012-2013	60	11	3	6
White	30	0	0	0
Black/African Am	4	0	0	0
Hispanic	6	3	2	0
Asian/Pac Island	20	8	1	6



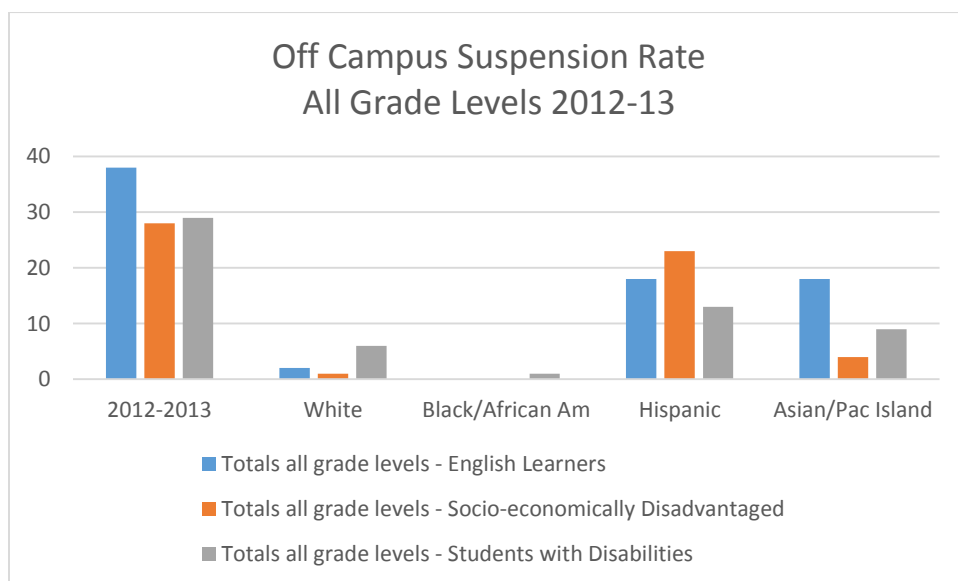
Total # of Suspensions	Middle School	English Learners	Socio-economically Disadvantaged	Students with Disabilities
2011-2012	151	5	13	8
White	92	0	0	2
Black/African Am	10	0	0	0
Hispanic	17	4	2	3
Asian/Pac Island	28	1	3	3
2012-2013	157	8	9	9
White	85	2	1	2
Black/African Am	12	0	0	0
Hispanic	29	5	8	4
Asian/Pac Island	29	1	0	3



Total # of Suspensions	High School	English Learners	Socio-economically Disadvantaged	Students with Disabilities
2011-2012	388	25	45	14
White	215	1	0	0
Black/African Am	34	0	0	0
Hispanic	75	14	38	6
Asian/Pac Island	56	10	11	5
2012-2013	300	19	16	14
White	166	0	0	4
Black/African Am	23	0	0	1
Hispanic	47	10	13	9
Asian/Pac Island	51	9	3	0



Total # of Suspensions	Totals all grade levels - Suspensions	Totals all grade levels - English Learners	Totals all grade levels - Socio-economically Disadvantaged	Totals all grade levels - Students with Disabilities
2011-2012	625	39	63	28
White	356	3	0	4
Black/African Am	47	0	0	0
Hispanic	102	22	45	10
Asian/Pac Island	105	14	15	11
2012-2013	517	38	28	29
White	281	2	1	6
Black/African Am	39	0	0	1
Hispanic	82	18	23	13
Asian/Pac Island	100	18	4	9



California Healthy Kids Survey

Students in grades 5 and 7 take the California Healthy Kids Survey (CHKS) every other year. The questions on the survey are designed to measure students' perceptions of school safety and their connectedness to the school. These are both indicators of engagement and school climate. The percentages below are from the survey given during the 2011-2012 school year.

Sense of Safety

59% of Grade 5 Students reported feeling very safe at school.

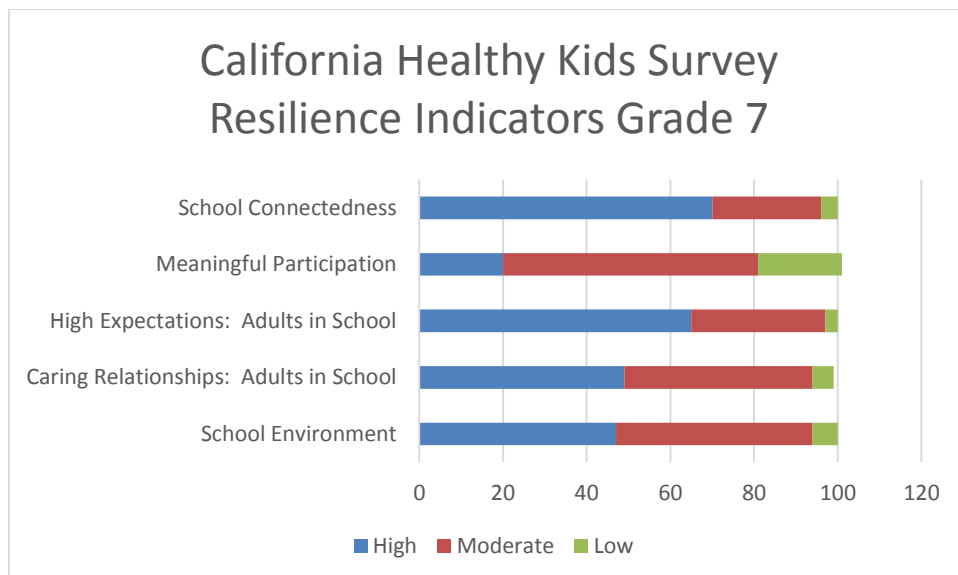
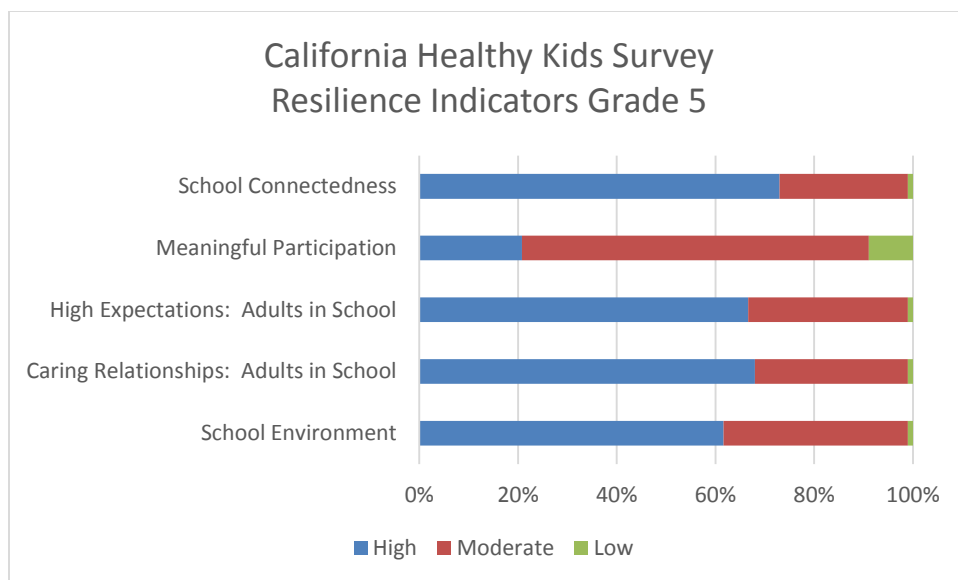
27% of Grade 7 Students reported feeling very safe at school.

26% of Grade 9 Students reported feeling very safe at school.

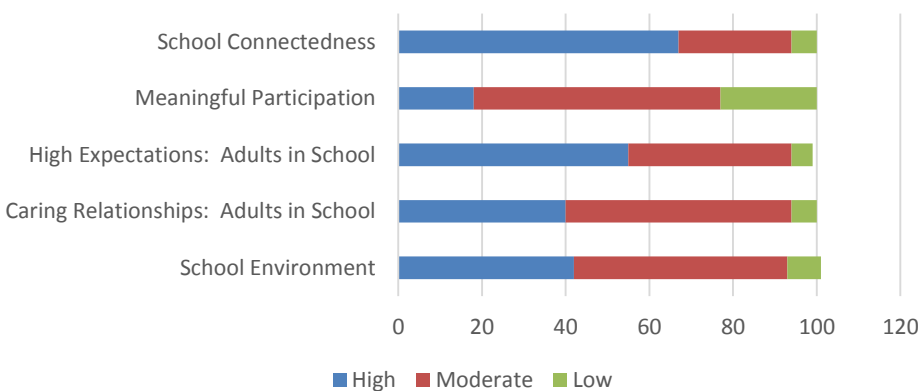
37% of Grade 11 Students reported feeling very safe at school.

Resilience Indicators

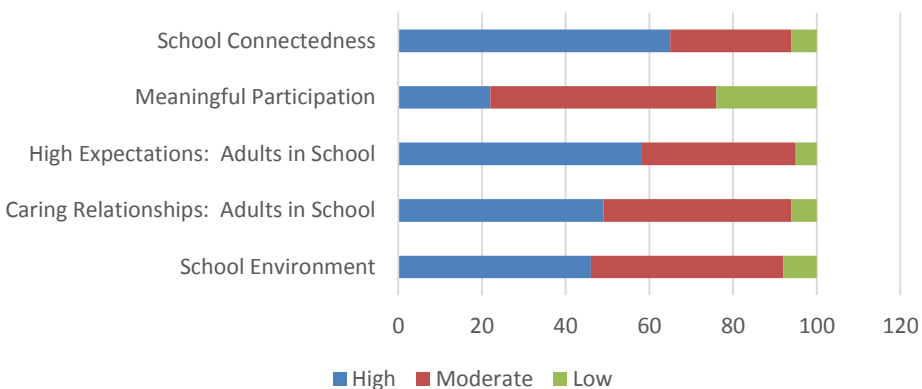
	Grade 5		
Protective Factors (Developmental Supports)	High	Moderate	Low
<i>School Environment</i>	61	37	1
Caring Relationships: Adults in School	68	31	1
High Expectations: Adults in School	66	32	1
Meaningful Participation	21	71	9
School Connectedness	73	26	1
	Grade 7		
<i>School Environment</i>	47	47	6
Caring Relationships: Adults in School	49	45	5
High Expectations: Adults in School	65	32	3
Meaningful Participation	20	61	20
School Connectedness	70	26	4
	Grade 9		
<i>School Environment</i>	42	51	8
Caring Relationships: Adults in School	40	54	6
High Expectations: Adults in School	55	39	5
Meaningful Participation	18	59	23
School Connectedness	67	27	6
	Grade 11		
<i>School Environment</i>	46	46	8
Caring Relationships: Adults in School	49	45	6
High Expectations: Adults in School	58	37	5
Meaningful Participation	22	54	24
School Connectedness	65	29	6



California Healthy Kids Survey Resilience Indicators Grade 9



California Healthy Kids Survey Resilience Indicators Grade 11



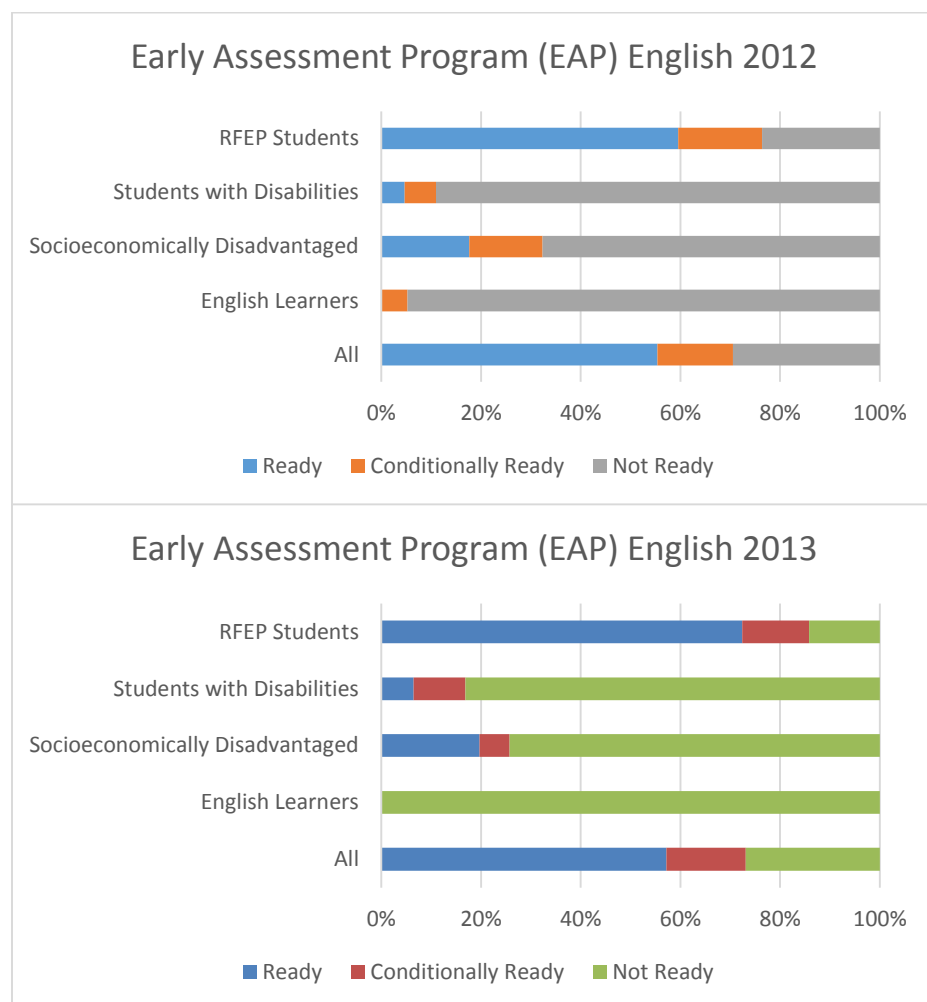
Early Assessment Program (EAP)

English Grade 11

The Early Assessment Program (EAP) is used throughout the California State University System to establish whether students are meeting college entry level standards in Math and English.

English						
	2012			2013		
	Ready	Conditionally Ready	Not Ready	Ready	Conditionally Ready	Not Ready
All	671 (55%)	184 (15%)	357 (29%)	690 (57%)	192 (16%)	325 (27%)
English Learners	0 (0%)	1 (5%)	18 (95%)	0 (0%)	0 (0%)	32 (100%)
Socioeconomically Disadvantaged	12 (18%)	10 (15%)	46 (68%)	13 (20%)	4 (6%)	49 (74%)
Students with Disabilities	3 (5%)	4 (6%)	57 (89%)	5 (6%)	8 (10%)	64 (83%)
RFEP Students	53 (60%)	15 (17%)	21 (24%)	97 (72%)	18 (13%)	19 (14%)

Note: All students take the EAP in English as part of the 11th grade CST test. Only 11th grade students enrolled in Algebra II or higher math courses take the math EAP.



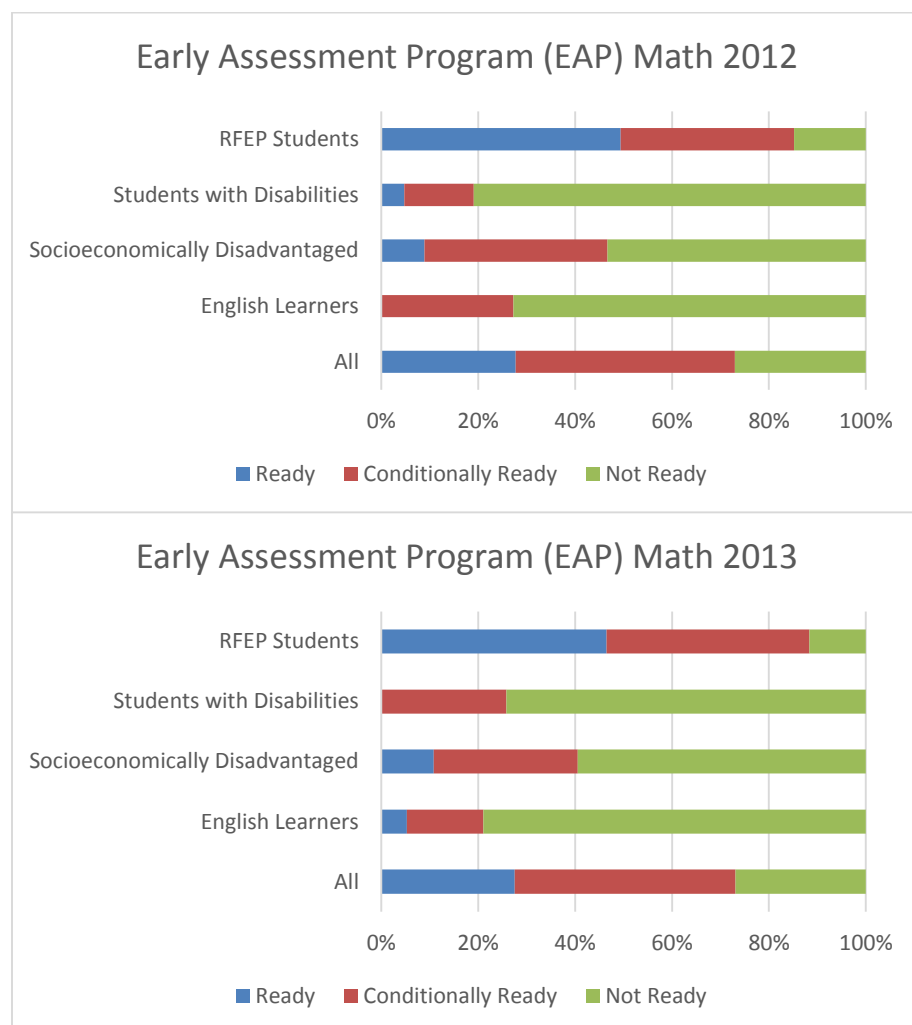
Early Assessment Program (EAP)

Math Grade 11

The Early Assessment Program (EAP) is used throughout the California State University System to establish whether students are meeting college entry level standards in Math and English.

Math						
	2012			2013		
	Ready	Conditionally Ready	Not Ready	Ready	Conditionally Ready	Not Ready
All	291 (28%)	475 (45%)	284 (27%)	285 (28%)	472 (46%)	279 (27%)
English Learners	0 (0%)	3 (27%)	8 (73%)	1 (5%)	3 (16%)	15 (79%)
Socioeconomically Disadvantaged	4 (9%)	17 (38%)	24 (53%)	4 (11%)	11 (30%)	22 (59%)
Students with Disabilities	1 (5%)	3 (14%)	17 (81%)	0 (0%)	8 (26%)	23 (74%)
RFEP Students	40 (49%)	29 (36%)	12 (15%)	60 (47%)	54 (42%)	15 (12%)

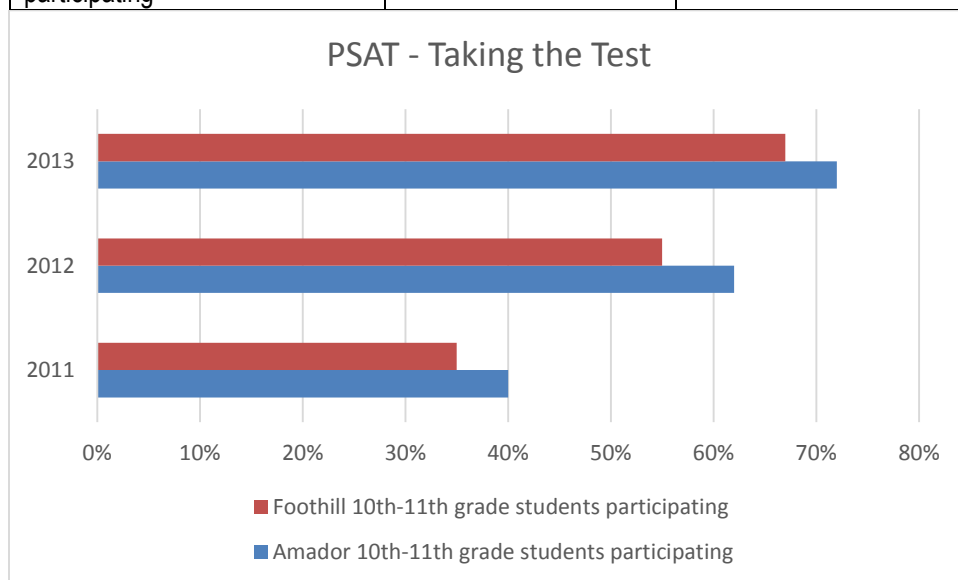
Note: All students take the EAP in English as part of the 11th grade CST test. Only 11th grade students enrolled in Algebra II or higher math courses take the math EAP.



PSAT

The Preliminary Standardized Achievement Test (PSAT) is a standardized test given in preparation for the Standardized Achievement Test (SAT).

PSAT			
	2011	2012	2013
Amador 10 th -11 th grade students participating	40%	62%	72%
Foothill 10 th -11 th grade students participating	35%	55%	67%



College and Career Readiness Benchmark for 8th Grade

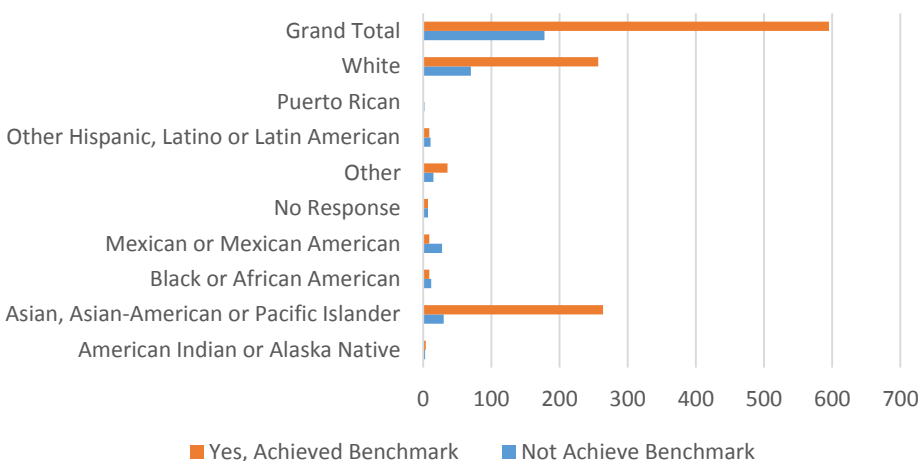
The Readiness College and Career Readiness Benchmark for 8th Grade is the score that 8th grade students should meet or exceed to be considered on track to be college ready.

Note that the ethnicity fields are chosen by the students/parents on their application and may not be the same ethnicities that are in their student records.

Fall 2013 Data provided by the testing company.

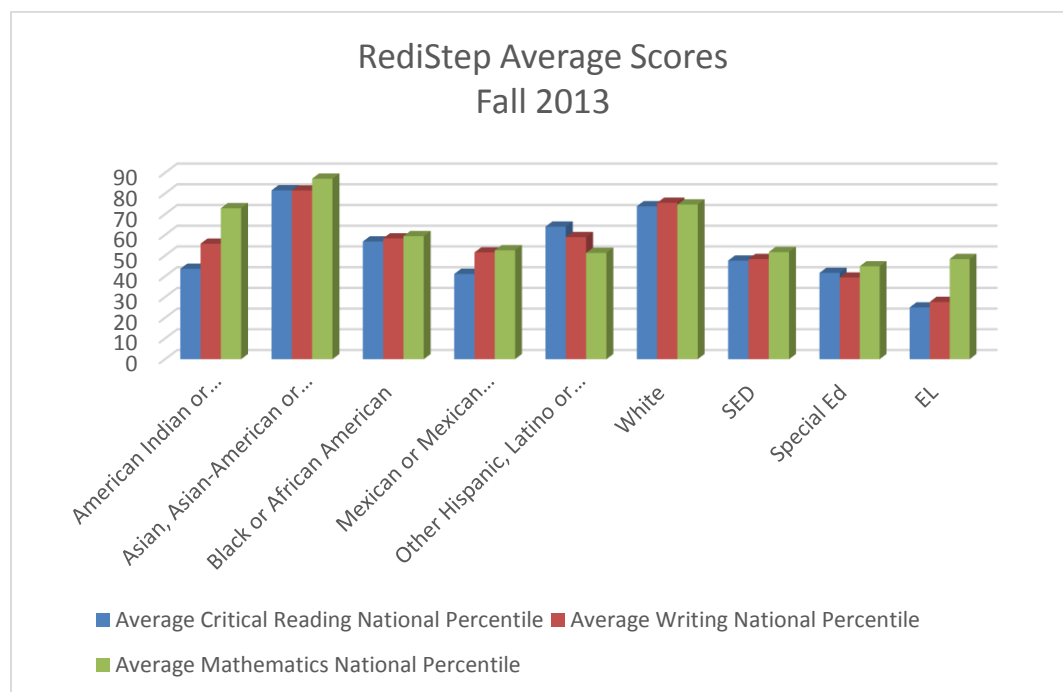
Ethnicity	American Indian or Alaska Native	Asian, Asian-American or Pacific Islander	Black or African American	Mexican or Mexican American	No Response	Other	Other Hispanic, Latino or Latin American	Puerto Rican	White	Grand Total
Not Achieve Benchmark	3	30	12	28	7	15	11	2	70	178
SED		4	7	18	3	1	3		9	45
Special Ed	2	23	9	24	3	12	9	2	54	138
Yes, Achieved Benchmark	4	264	9	9	7	36	9		257	595
SED		11		1					9	21
Special Ed	0	3	0	0	1	0	0	0	6	10
Grand Total	7	294	21	37	14	51	20	2	327	773

Achieved, Did Not Achieve Benchmark



RediStep Average Scores

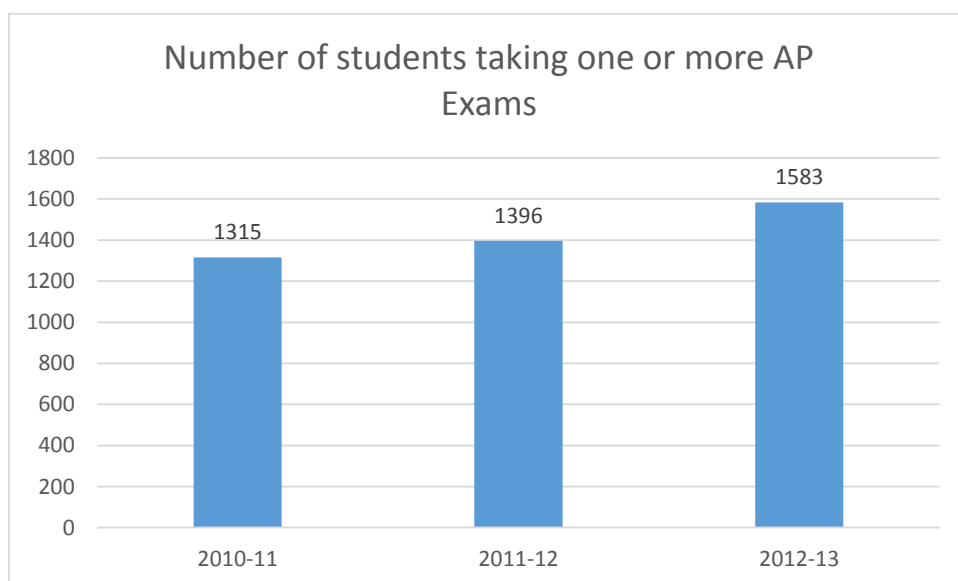
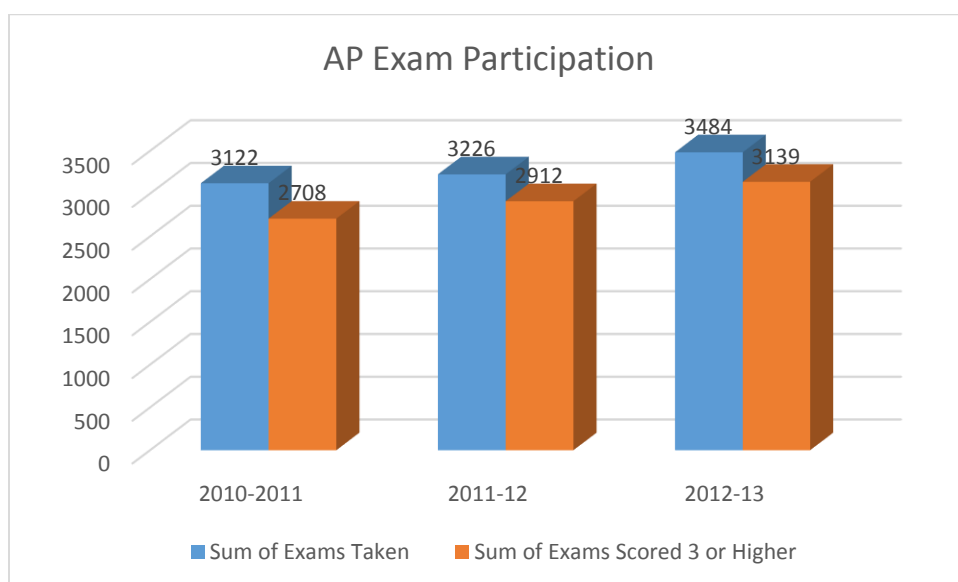
Ethnicity	Average Critical Reading National Percentile	Average Writing National Percentile	Average Mathematics National Percentile
American Indian or Alaska Native	43.63	55.75	72.88
Asian, Asian-American or Pacific Islander	81.55	81.47	87.15
Black or African American	56.84	58.32	59.40
Mexican or Mexican American	41.18	51.58	52.59
Other Hispanic, Latino or Latin American	64.00	58.95	51.32
White	73.83	75.52	74.68
SED	47.6	48.35	51.73
Special Ed	41.68	39.42	44.82
EL	25	27.65	48.35



Advanced Placement (AP) courses are designed to provide college-level curriculum to high school students. Many colleges and universities grant credit and/or waive course prerequisites for students who receive a passing score of three or higher on AP exams.

AP Exams Participation

	2010-2011	2011-12	2012-13
Sum of Exams Taken	3122	3226	3484
Sum of Exams Scored 3 or Higher	2708	2912	3139
Number of students taking one or more AP Exams	1315	1396	1583

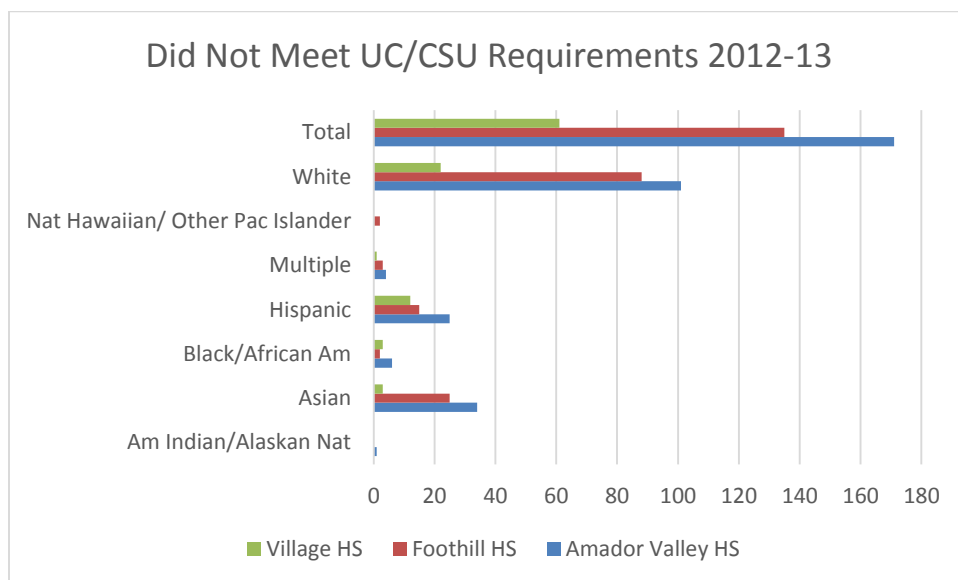
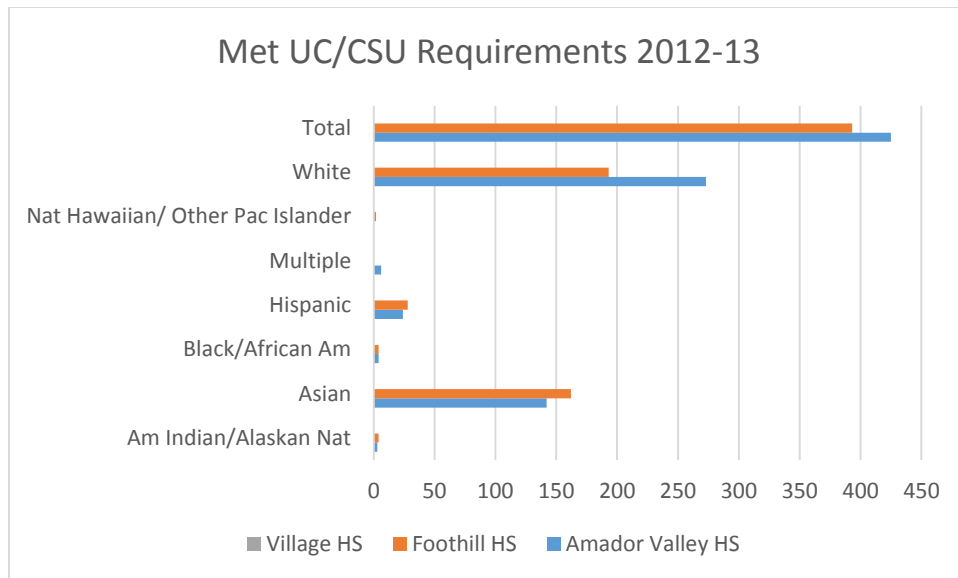


A Measure of College Readiness**Students Meeting/Not Meeting UC/CSU Requirements 2011-2012****Graduating seniors receiving a C or higher.**

	Amador Valley Meeting/Not Meeting	Foothill HS Meeting/Not Meeting	Village HS Meeting/Not Meeting	Total Meeting/Not Meeting	Total of both meeting and not meeting	SED Not Meeting
Am Indian/Alaskan Nat	4/0	3/1	0/1	7/2	9	0
Asian	123/17	168/24	0/3	291/44	335	8
Black/African Am	9/3	3/3	0/2	12/8	20	5
Hispanic	22/20	24/18	0/9	46/47	93	23
Multiple	5/0	2/1	0/2	7/3	10	0
Nat Hawaiian/ Other Pac Islander	1/0	5/3	0/0	6/3	9	0
White	289/106	201/80	0/17	490/203	693	16
Total	453/146	406/130	0/34	859/310	1169	52
Total of both meeting and not meeting	599	536	34	1169		

Students Meeting/Not Meeting UC/CSU Requirements 2012-2013**Graduating seniors receiving a C or higher.**

	Amador Valley Meeting/Not Meeting	Foothill HS Meeting/Not Meeting	Village HS Meeting/Not Meeting	Total Meeting/Not Meeting	Total of both Meeting and Not Meeting	SED Not Meeting	%Not Meeting are SED
Am Indian/Alaskan Nat	3/1	4/0	0/0	7/1	8	0	0
Asian	142/34	162/25	0/3	304/62	366	8	13%
Black/African Am	4/6	4/2	0/3	8/11	19	5	45%
Hispanic	24/25	28/15	0/12	52/52	104	16	31%
Multiple	6/4	0/3	0/1	6/8	14		0
Nat Hawaiian/ Other Pac Islander	0/0	2/2	0/0	2/2	4	1	50%
White	273/101	193/88	0/22	466/211	677	9	04%
Total	452/171	393/135	0/41	845/347	1192	/39	

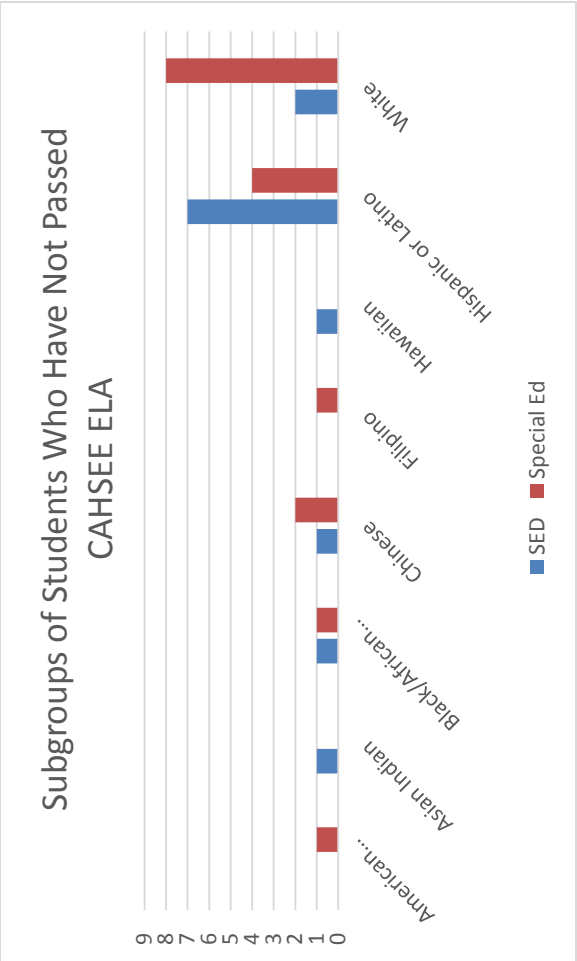
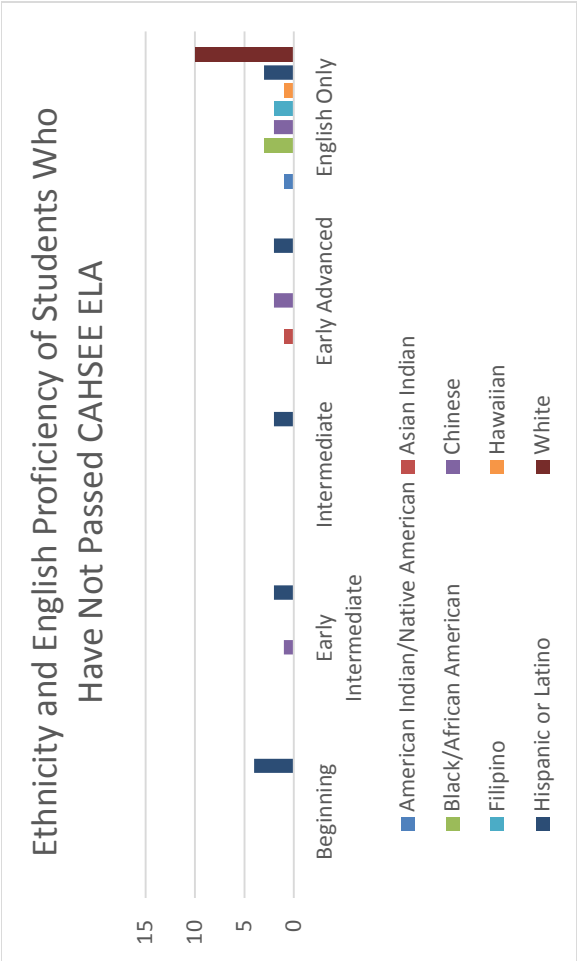


2013-14 CAHSEE ELA

English Pass Status	11th Grade	12th Grade	Grand Total
Absent	3	4	7
Modified (modification used)	1	2	3
Moved in/out of the district on day of testing (10th grade only)		1	1
Not attempted	2	10	12
Not passed	23	13	36
Passed	1161	1190	2351
Previously satisfied requirements	10	3	13
Score Invalidated (Cheating)	1		1
Unknown	31	40	1253
Grand Total	1232	1263	3677

The 36 who have not passed ELA CAHSEE

EL Level	American Indian/Native American	Asian Indian	Black/African American	Chinese	Filipino	Hawaiian	Hispanic or Latino	White	Grand Total
Beginning							4		4
Early Advanced		1		2			2		5
Early Intermediate				1			2		3
Intermediate							2		2
English Only	1		3	2	2	1	3	10	22
Grand Total	1	1	3	5	2	1	13	10	36
SED		1	1	1		1	7	2	13
Special Ed	1		1	2	1		4	8	17

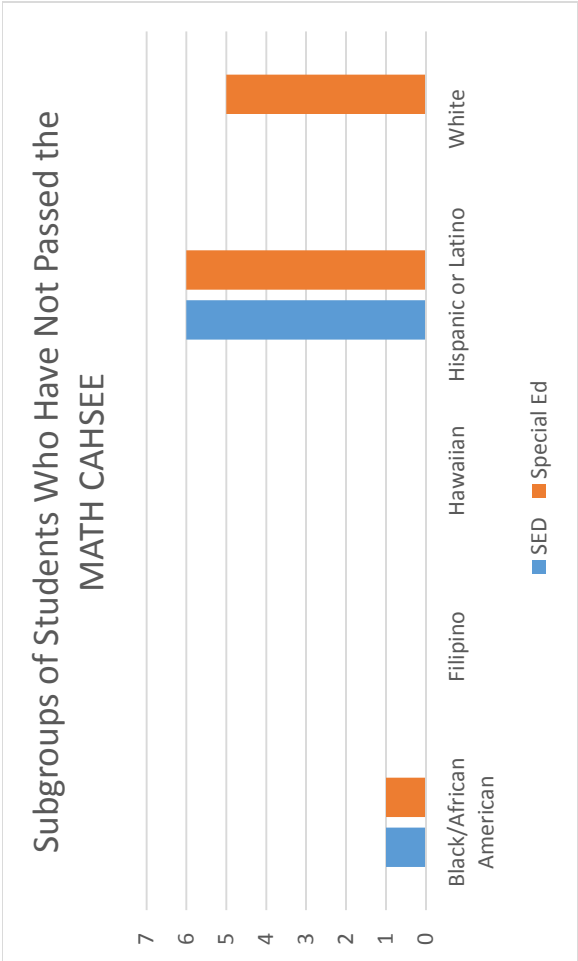
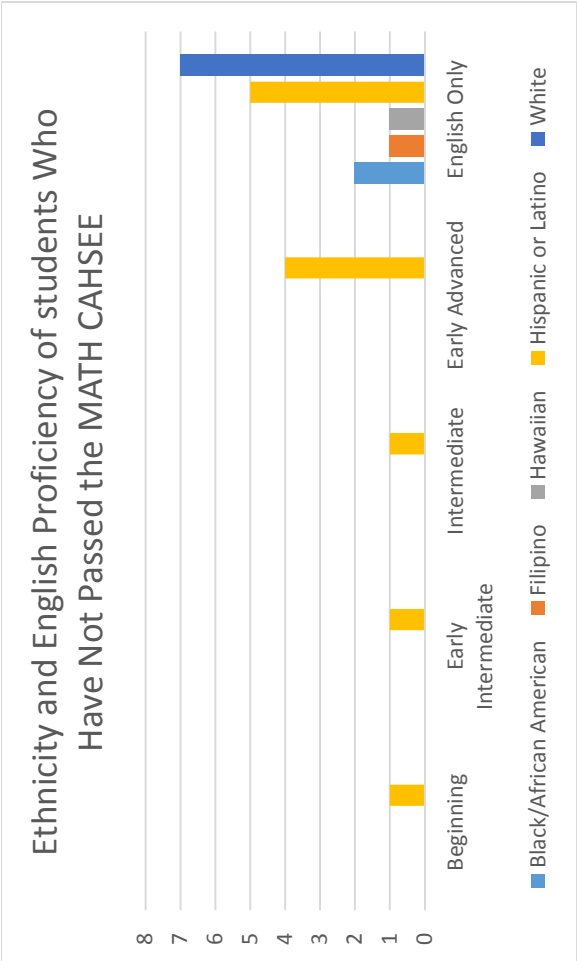


2013-14 CAHSEE Math

Math Pass Status	11th Grade	12th Grade	Grand Total
Absent	2	7	9
Modified (modification used)	33	15	48
Moved in/out of the district on day of testing (10th grade only)		1	1
Not attempted	2	10	12
Not passed	18	5	23
Passed	1135	1179	2314
Previously satisfied requirements	11	6	17
Unknown	31	40	1253
Grand Total	1232	1263	3677

The 23 who have not passed the MATH CAHSEE

Language Proficiency	Black/African American	Filipino	Hawaiian	Hispanic or Latino	White	Grand Total
Beginning				1		1
Early Advanced				4		4
Early Intermediate				1		1
Intermediate				1		1
English Only	2	1	1	5	7	16
Grand Total	2	1	1	12	7	23
SED	1			6		7
Special Ed	1			6	5	12



RFEP STUDENTS STAR 2013

	1-Far Below Basic	2- Below Basic	3-Basic	4- Proficient	5- Advanced
2013 ELA	5	12	106	410	774
2013 Math	13	61	140	307	783

Average Prof and
Adv

45.29%
41.79%

2013 ELA Percentage 0.38% .92% 8.11% 31.37% 59.22%

2013 Math Percentage 1% 4.68% 10.74% 23.54% 60.05%

Average FBB and BB

ELA
Math

.65%
2.84%

ENGLISH ONLY STAR 2013

	1-Far Below Basic	2- Below Basic	3-Basic	4- Proficient	5- Advanced
Count of Student Information - Student ID	77	224	1019	2278	4223
Count of Student Information - Student ID	188	847	1319	2388	3029

Average Prof and
Adv

41.56%
34.85%

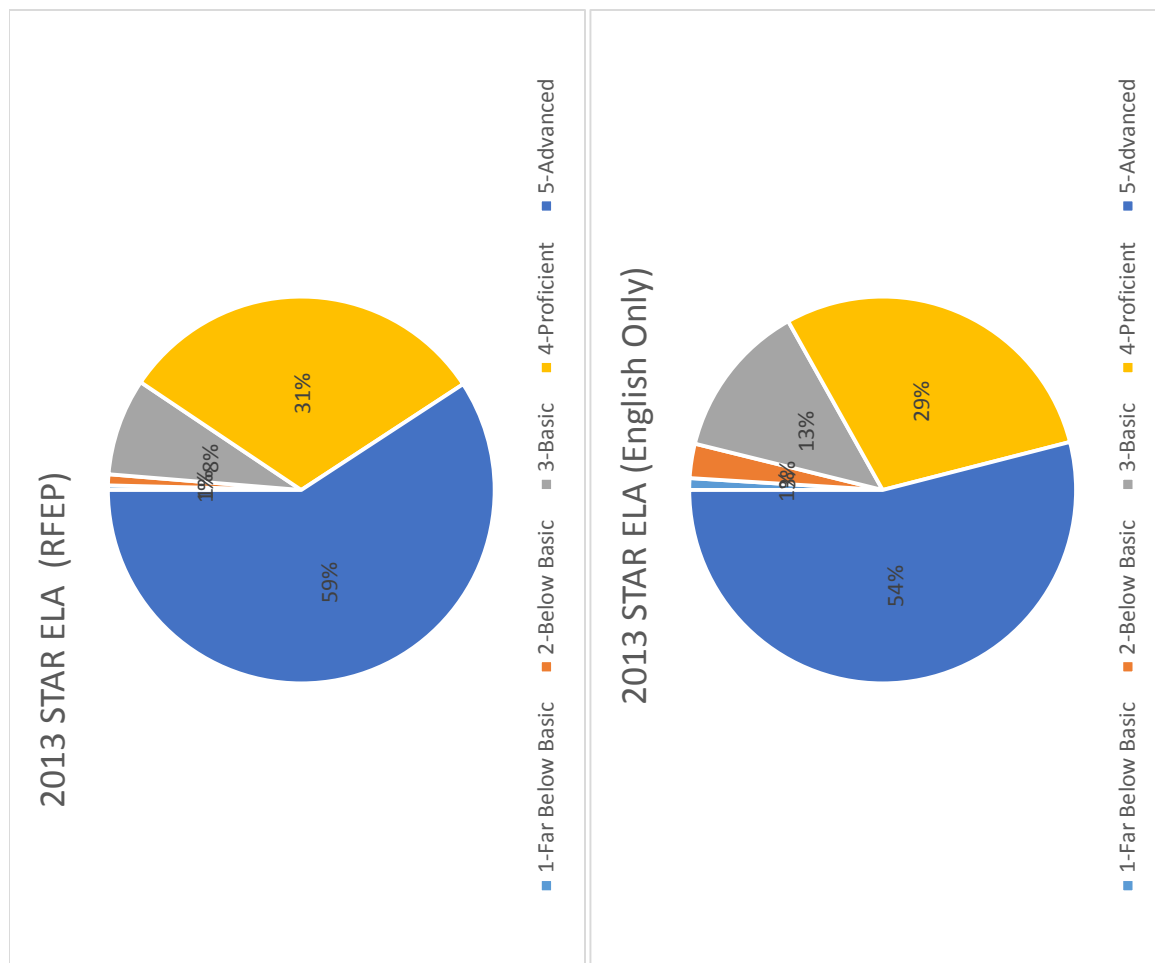
.98% 2.86% 13.03% 29.13% 54.00%

2.42% 10.90% 16.97% 30.73% 38.98%

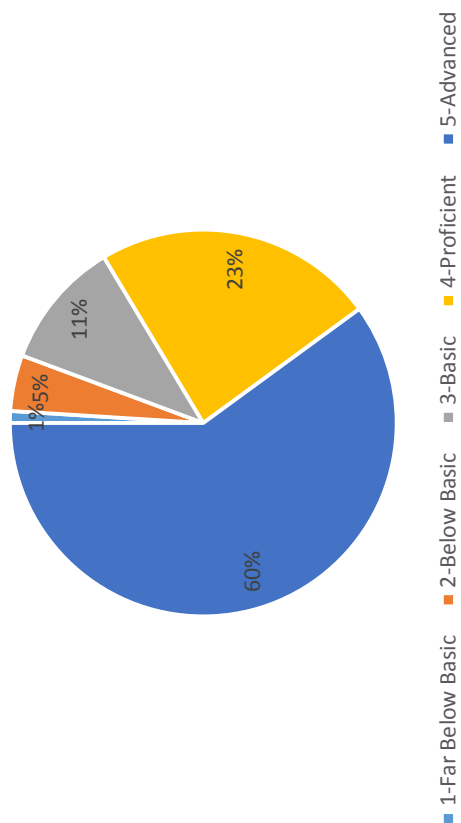
Average FBB and BB

ELA
Math

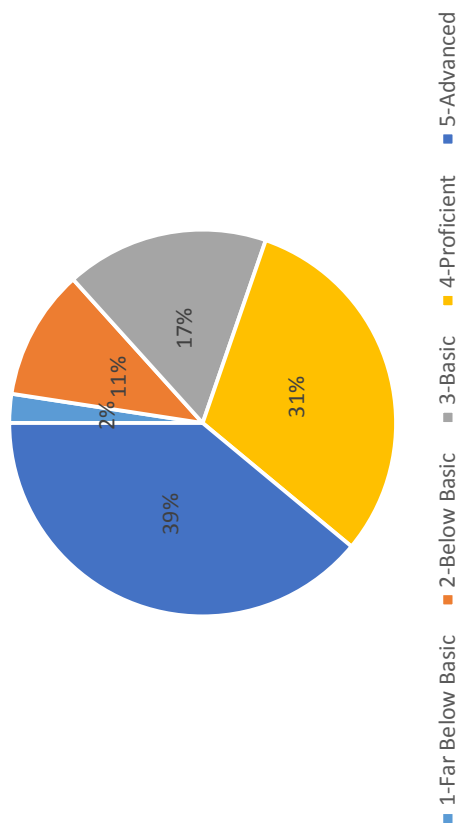
1.92%
6.66%



2013 STAR Math (RFEP)

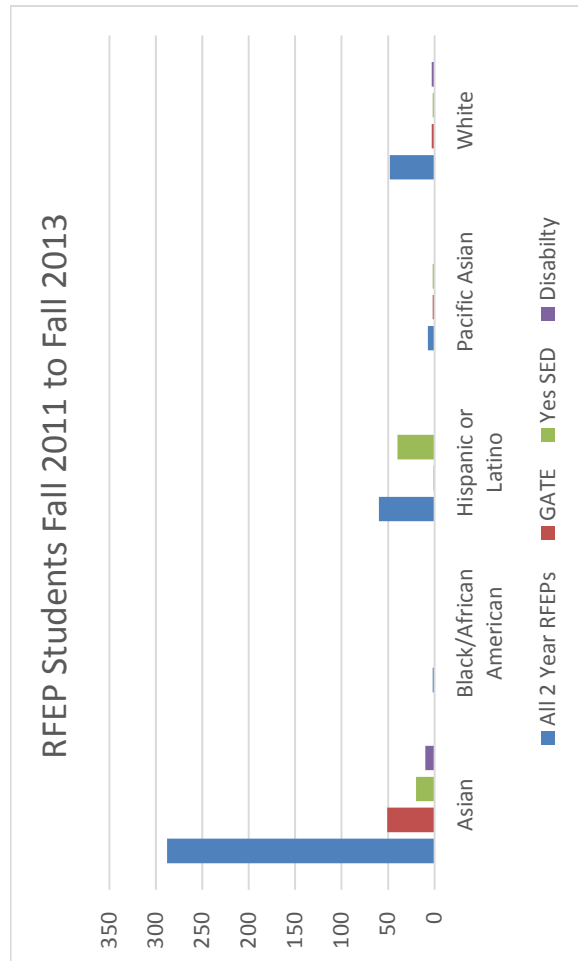


2013 STAR Math (English Only)



Students reclassified fluent English within the period from October 2, 2011 to October 1, 2013

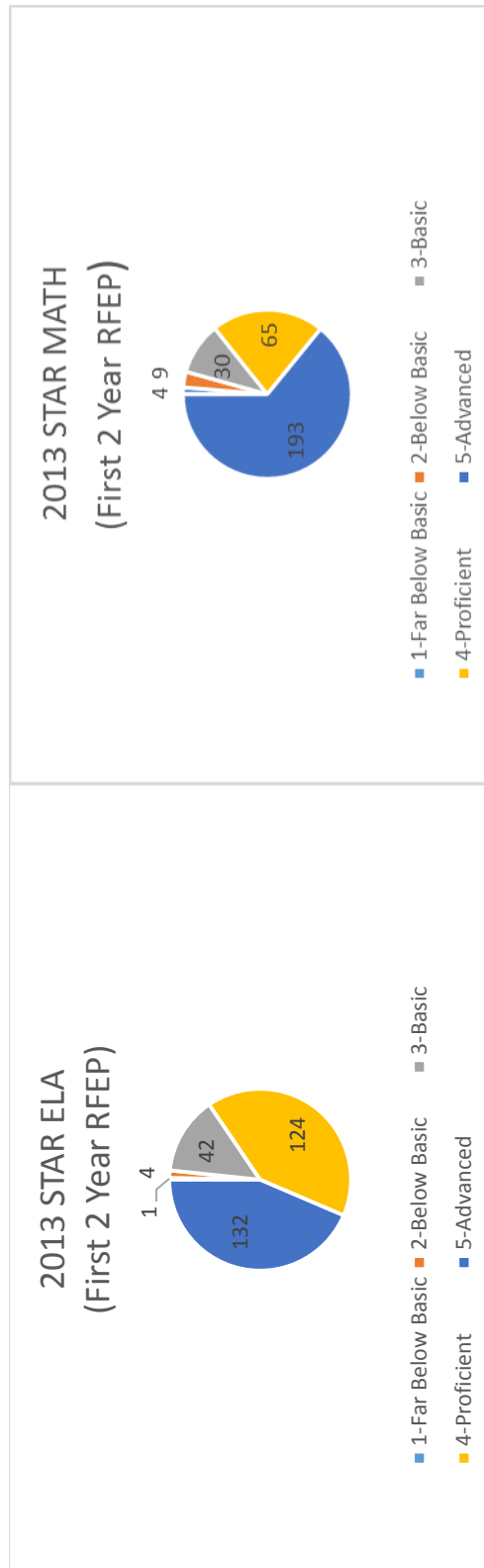
	Asian	Black/African American	Hispanic or Latino	Pacific Asian	White	Grand Total
All 2 Year RFEPs	288	2	60	7	48	405
GATE	51	0	1	2	3	57
Yes SED	20	0	40	2	2	64
Disability	10	0	0	0	3	13



Two Year RFEP

STAR	ELA	Math
1-Far Below Basic	1	4
2-Below Basic	4	9
3-Basic	42	30
4-Proficient	124	65
5-Advanced	132	193
(blank)	102	104
Grand Total	405	405

Charts are for grades 3-12. STAR data is not available for grades K-2.



Dropout Rates

The dropout rate calculations posted on the CDE Web site compare the counts of dropouts over the entire school year with a single day enrollment count on CBEDS Information Day (first Wednesday of October).

2011-12

Ethnic Category	Adjusted Grade 7 Dropouts		Adjusted Grade 8 Dropouts		Adjusted Grade 9 Dropouts		Adjusted Grade 10 Dropouts		Adjusted Grade 11 Dropouts		Adjusted Grade 12 Dropouts		Adjusted Ungraded Secondary Dropouts		Adjusted Grade 9-12 Dropout Total		Adjusted Grade 9-12 Enrollment Total		Annual Adjusted Grade 9-12 Dropout Rate
	Adjusted Grade 7 Dropouts	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Adjusted Grade 9-12 Enrollment Total			
Hispanic or Latino	0	0	0	0	2	2	1	1	2	2	8	0	0	0	13	449	2.9		
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	49	0		
Asian	2	0	0	1	1	1	1	1	1	1	0	0	0	0	3	1349	0.2		
Pacific Islander	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	26	3.8		
Filipino	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	139	0		
White	2	1	3	2	2	2	2	2	2	2	8	0	0	0	15	2866	0.5		
Two or More Races	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	65	1.5		

Dropout Rates

2012-13

Ethnic Category	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9- 12 Dropout Total	Adjusted Grade 9-12 Enrollment Total	Annual Adjusted Grade 9- 12 Dropout Rate
Hispanic or Latino	0	0	1	0	2	4	0	7	462	1.5
American Indian/Alaska Native	0	0	0	0	0	2	0	2	41	4.9
Asian	1	3	1	1	0	0	0	2	1389	0.1
Pacific Islander	0	0	0	0	0	0	0	0	24	0
Filipino	0	0	0	0	0	2	0	2	132	1.5
White	1	0	1	3	2	16	0	22	108	1.9
Two or More Races	0	0	2	1	0	0	0	3	96	3.1

Cohort Outcome Data for the Class of 2011-12

Program Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers #	Cohort Special Ed Completers Rate#	Cohort Still Enrolled \$	Cohort Still Enrolled Rate\$	Cohort GED Completer	Cohort GED Completer Rate
English Learners	83	69	83.1%	11	13.3%	*	0.0%	*	3.6%	*	0%
Special Education	124	107	86.3%	*	4.0%	*	1.6%	*	8.1%	*	0%
SED	128	102	79.7%	*	7.8%	*	0.0%	16	12.5%	*	0%
All Students	1,246	1,192	95.7%	26	2.1%	*	0.2%	24	1.9%	*	0.2%

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

A hashtag (#) indicates Special Education students who leave PUSD with a Certificate of Completion rather than a high school diploma.

A dollar sign (\$) indicates students who remain enrolled in the system without a diploma after the end of the 4th year of high school.

Cohort Outcome Data for the Class of 2012-13

Program Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers#	Cohort Special Ed Completers Rate#	Cohort Still Enrolled\$	Cohort Still Enrolled Rate\$	Cohort GED Completer	Cohort GED Completer Rate
English Learners	39	27	69.2%	*	5.1%	*	0.0%	*	23.1%	*	2.6%
Special Education	100	80	80.0%	*	6.0%	*	1.0%	12	12.0%	*	1.0%
SED	105	80	76.2%	12	11.4%	*	0.0%	13	12.4%	*	0.5%
All Students	1,263	1,204	95.3%	26	2.1%	*	0.1%	26	2.1%	*	0.5%

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

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