

# Chapter 1 School/Community Profile



Eisenhower High School  
Focus on Learning 2013

Supporting Data and Findings

# General Background and History

## COMMUNITY

On March 22, 2013, Eisenhower High School marked the 50th Year Anniversary of President Dwight D. Eisenhower's historic visit to the Eisenhower campus. A 1963 *Newsweek* picture of the former President observing an Eisenhower class is proudly displayed on the school website under the heading: "Ike Visits Ike." Eisenhower High School is proud to be the high school with the longest standing tradition of service to the families and community of Rialto, California. Eisenhower is one of three comprehensive high schools that serve the Rialto Unified School District. When Eisenhower High School finally opened its doors to students on November 2, 1959, Rialto was still a small community. In 1956, Rialto's population was 15,359. By 2010, Rialto's population had soared to 99,171 residents. Rialto's proximity to the Los Angeles area has made Rialto a place to call home for those who seek a relatively short commute to work. Rialto's housing mix and costs are believed to be some of the most affordable in our Southern California region. First time home-buyers find Rialto more affordable than almost any comparable community in the Inland Empire. The median income of Rialto households is \$50,452, well below the California average of \$77,167 for a family of four. Rialto is also a relatively young community, with a median age of 28.3 years. The two ethnic minorities with the largest representation in Rialto are Hispanic (67.6% of the population), followed by African-American (15.6%). White residents make up 12.6% of Rialto's population.

## PARENT/COMMUNITY ORGANIZATIONS

Parents of Eisenhower High School students have numerous opportunities to work closely with the school and district to ensure their child's success. The district's Parent University offers courses and certification opportunities for parents to learn more about topics such as: Common Core State Standards; Healthy Mind, Body, and Environment; Classroom Climate; Report Cards and A-G requirements; Gifted And Talented Education (GATE) and other special programs; bullying; and Math/Literacy. Eisenhower is proud to report that more Eisenhower High School parents have graduated from the Parent University than any other Rialto Unified school site.

In addition to being able to shadow their student for a day, parents of Eisenhower students are encouraged to become involved with school-based organizations including: School Site Council, Parent Teacher Student Association, English Learner Advisory Committee, Golden Eagle Alliance Booster Club, Gridiron Booster Club, and WASC Parent Committee.

Eisenhower parents are also welcomed to visit the campus during Back-to-School Night, annual College and Career Fair, and Coffee with the Principal morning meetings. New to Eisenhower during this 2013-2014 school year is the on-campus Parent Center. The Parent Center is adjacent to the administrative offices, and provides a place for parents to gather information about our school. Computers within the Parent Center will eventually allow parents to obtain current student academic progress via the Synergy Student Information System.

### SCHOOL/ BUSINESS RELATIONSHIPS

Since our last full self-study in 2008, Eisenhower has been able to develop partnerships between outside academic enrichment organizations and our Science department. These partnerships have led to valuable and memorable experiences for our students. Going on its second year is the ACE mentoring program. ACE is a group of Architects Construction Engineers and Civil Engineers that visit campus twice a month in order to teach students about the business of building. These mentors arrange scholarships and internships for Eisenhower students. This program is supported locally by over a dozen businesses, and has allowed our students to tour businesses and work sites.

A second partnership developed by the Science department is with the California State University's Upward Bound program. Upward Bound is a college outreach program that works to motivate students whose families have not traditionally been able to attend college. By offering classes during the summer, which give the students' credit towards graduation, Upward Bound attempts to make the path to college easier for Eisenhower students. It functions like summer school, with a wider variety of classes and more interaction within the community. During the school year, the students are tutored and followed academically by Upward Bound mentors to help them assure acceptance into a college. In the fall of 2013, three of our Upward Bound NASA students presented their research at the annual TriO Council for Opportunity in Education (COE) conference for three days in Chicago, Illinois.

Through various student organizations on campus, Eisenhower High School has several opportunities for students to work in partnership with local community organizations and businesses. Our HOSA (Association of Health Sciences Students) club has been able to partner with outside organizations to offer students medical field related trainings. HOSA members have participated in 2 hour HOSPICE trainings and 10+ hours of trainings with Planned Parenthood Peer Tutoring program. Other clubs have visited Preston Elementary School, Dunn Elementary School, and Boyd Elementary School providing community services. In addition to visiting elementary schools in the area, Eisenhower students participate in other community service activities with organizations such as: Rialto Historical Society, Planned Parenthood of San Bernardino, Life Stream, Veterans Administration of Loma Linda, Rialto Retirement Center, Rialto Child Assistance, City of Rialto Department of Parks and Recreation, San Bernardino County Health Department, Nursing Department of Cal State University San Bernardino, and Toyota's Public Lands Day. Eisenhower has developed strong business partnerships with numerous organizations which provide scholarships to our students as well as donations to our school, such as: Kiwanis Club of Rialto, Rialto Rotary Club, The Rialto Police Benefit Association, Exchange Club of Rialto, Dr. Garrick L. Motley Memorial, Andrea Haring, and The Casey Bernal Foundation among others.

The Hope Through Housing Foundation (a.k.a. Hope), a nonprofit organization that offers academic and enrichment services to elementary, middle and high school youth, teamed with Eisenhower's counseling department in the summer of 2010 and 2011. They offered incoming Freshmen a four-day high school orientation experience that would prepare them for the challenges and expectations of high school. The course was called "Summer Bridge". Throughout four years, Hope Through Housing was able to offer amazing resources to our students through their Grove Teen Center. The Grove Teen Center is located in Rialto at 250 East Baseline Road, across the street from campus. The Grove Teen Center continues to offer students free services such as tutoring, homework assistance, test preparation, social clubs and activities. On campus, Hope Through Housing staffed a classroom available to students after school for tutoring, mentoring, college counseling, and general academic assistance. Four tutors were available to mentor students in most subjects. Students were offered snacks and the use of six computers and a printer. Due to the termination of funding for the project, Hope Through Housing no longer operates an after school tutoring classroom.

## ACCREDITATION HISTORY

Eisenhower's last, full self-study was conducted during the 2007-2008 academic year. As a result of that visit, Eisenhower was awarded a six-year accreditation term with a three-year review visit. During the 2007-2008 school year, Eisenhower's staff, in collaboration with the WASC Student Committee, the WASC Parent Committee, and a paid outside consultant, developed an Action Plan with the following five goals:

1. Improve reading comprehension levels of all students, especially English Learners.
2. Improve student performance in math classes and on standardized math tests.
3. Improve communication among all stakeholders.
4. Provide improved assistance to students in the development of a four-year plan for high school, and the transition to post-secondary endeavors.
5. Improve the student attendance rates.

The data and evidence collected during this self-study indicates that these five Action Plan goals have been, and continue to be, noticeably addressed as Eisenhower strives to improve the quality and effectiveness of our instructional program. The three-year review visit in 2010 found that Eisenhower High School had positively addressed all of the suggestions and recommendations made by the 2008 WASC visiting team.

# School Purpose

## Mission Statement

We provide a safe environment and the opportunity for students to optimize their intellectual, social, and personal development to become productive members of a democratic society.

## Vision Statement

Eisenhower High School will prepare all students for post-secondary educational, vocational, and high school to career opportunities by promoting high academic achievement in a safe and productive environment.

## Schoolwide Learner Outcomes

**Eisenhower High School will prepare its students to be:**

**Respectful** individuals who:

- ❖ Demonstrate respectful behaviors towards students and adults.
- ❖ Possess the ability to demonstrate respect with individuals and groups.

**Responsible** individuals who:

- ❖ Are responsible for their academic success.
- ❖ Demonstrate the willingness to assist others.

**Relevant** thinkers who:

- ❖ Actively pursue understandings of the world around them.
- ❖ Apply critical thinking skills to real life scenarios.

**Rigorous** learners who:

- ❖ Apply problem solving processes to evaluate and analyze academic material.
- ❖ Approach life with intellectual curiosity.

## School Program Data

An exciting new addition to Eisenhower's academic course offerings is the Science Technology Engineering Math (STEM) Academy. The STEM Engineering academy began its initial stages during the 2011-2012 school year, with full implementation following during the 2012-13 school year. Made possible with grant funding from Project Lead the Way, the STEM Engineering program is open to all students in grades 9-12. The full program consists of five different courses: Engineering Design, Principles of Engineering, Digital Engineering, Civil Engineering, and Engineering Development and Design-Capstone. Designed as a four-year sequence program, students are able to develop skills that could prepare them for a future career in the fields of Engineering. Students participate in project-based learning, and are able to take engineering-related field trips.

We are especially proud of one of our longer-lasting Career Pathway programs: Early Childhood Education. This program partnerships with local businesses and elementary schools. Home Economics Careers and Technology Program provides students with the opportunity to take a sequence of courses in Child Development, culminating in a capstone course, Careers with Children. In this career pathway, students develop employment and management skills for careers in child development and education. Students, working under the supervision of a preschool or elementary school teacher, gain on-the-job experience by working directly with children in a day care or elementary setting for two hours a day. Participating Rialto day care facilities include La Petite Preschool, Rosie's I, and Rosie's II Preschools. Students gaining work experience with elementary students are partnered with Dunn Elementary, Morgan Elementary, and Preston Elementary.

A long-running Home Economics Careers and Technology Career Pathway that is not only unique to Eisenhower but also brings much pride to the campus is the Café d'Eisenhower, run by the Advanced Culinary Arts class. Eisenhower's Culinary Arts students were engaged in authentic Problem Based Learning long before PBL became the latest educational trend. Students who complete a sequence of Culinary Arts courses are invited to enroll in Advanced Culinary Arts; it is the capstone course for this program. Run like a professional restaurant, each week students prepare a delicious meal for paying customers. Diners are treated to a sit-down style lunch that includes a multiple course meal and table-side service. These limited space luncheons

sell-out most weeks, allowing the program to teach students about the various tasks of running a professional kitchen and restaurant. Each week, students share the responsibilities of host/hostess, waiter/waitress, and chef. Students involved in this program have catered for Rialto Women's Club, events at Carter High School, as well as numerous other events at Eisenhower High School. As part of the program, students have been able to take field trips to the college campuses of Cal Poly Pomona, San Bernardino Valley College, and to the Chino campus of Chaffey College.

The Internship class at Eisenhower is a two-year program that prepares students for the world of work and/or college. Students develop job and scholarship portfolios, hold mock job interviews, and complete job, college and financial aid applications. Students involved in the Internship program are placed at over 75 local businesses including La Petite Preschool, Arrowhead Regional Medical Center and the San Bernardino Sheriff's Academy. An internship program has been developed with the City of Rialto and is available to our students.

Eisenhower's Advancement Via Individual Determination (AVID) program currently services 244 of our students. AVID is designed to increase the success of Eisenhower students by having them participate in a rigorous curriculum. The goal is to increase their enrollment in 4-year universities following high school graduation. AVID elective classes include academic and social preparation in the areas of study skills, coping strategies, career awareness, portfolio development, writing skills throughout multiple areas, critical thinking, problem solving, the application of Cornell Notes, time management skills, cultural awareness, and tutoring opportunities. Numerous teachers have participated in AVID Path professional development in order to incorporate more research-based AVID instructional strategies in non-AVID classes.



# Demographic Data

## SCHOOL STATUS

The Rialto Unified School District has been designated as a Title 1 district, but does not classify its three comprehensive high schools as Title 1 schools.

## ENROLLMENT

For the 2012-13 school year, Eisenhower High School has a population of 2,410 students.

The grade level and gender break down is as follows:

	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	TOTAL
<b>Male</b>	296	318	316	268	1,198
<b>Female</b>	308	330	311	263	1,212
<b>Total</b>	604	648	627	531	2,410

Differing from the ethnic make-up of the city of Rialto, the largest ethnic minority represented on our campus is Hispanic. Hispanics make up 67.6% of Rialto's population, and make up 80% of our school's population. The second largest ethnic minority group is African American, which represents 14% of the student body. This percentage is closely similar to the City of Rialto's African-American population of 15.6%

## Eisenhower Student Population

Ethnicity	Number	Percent
<b>Hispanic</b>	1,929	80%
<b>African American</b>	331	14%
<b>White</b>	83	>1%
<b>Samoan</b>	21	>1%
<b>Other Asian</b>	8	>1%
<b>Filipino</b>	6	>1%
<b>Other Pacific Islander</b>	5	>1%
<b>Cambodian</b>	2	>1%
<b>Vietnamese</b>	1	>1%
<b>American Indian</b>	2	>1%
<b>Japanese</b>	2	>1%

Eisenhower students are categorized into programs such as the Resource Specialist Program (RSP), Special Day Class (SDC), English Learner (EL), and the Gifted and Talented Education (GATE) program. For the 2013-2014 school year, the student enrollment in these programs is as follows:

GRADE	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>	TOTAL
RSP	36	33	29	34	132
SDC	23	25	23	38	109
EL	127	116	112	88	443
GATE	122	120	104	78	424
AVID	46	96	69	33	244

### LANGUAGE PROFICIENCY

Almost one-fifth of Eisenhower students are classified as English Learners. The primary language of a majority of Eisenhower’s English Learners is Spanish. Students who have been classified as Initial Fluent English Proficient (IFEP) and students who are Reclassified Fluent English Proficient (RFEP) are not included in our English Learner population numbers, but represent a significant percentage of Eisenhower students. Currently, there are 284 IFEP students and 633 RFEP students. As the Rialto community continues to grow, Eisenhower anticipates a continued growth in the English Learner student population. The total number of English Learner students and their EL classifications are as follows:

GRADE	BEGINNING EL 1	EARLY INTERMEDIATE EL 2	INTERMEDIATE EL 3	EARLY ADVANCED EL 4	ADVANCED EL 5	TOTAL
9 <sup>th</sup> Grade	5	16	56	42	8	127
10 <sup>th</sup> Grade	13	10	60	29	4	116
11 <sup>th</sup> Grade	4	7	46	52	3	112
12 <sup>th</sup> Grade	11	7	25	36	9	88
Total	33	40	187	159	24	443

In August 2010, the Rialto Unified School District opened an English Learner Newcomer Program on the Rialto High School campus in order to educate Beginning and Early Intermediate English Learners with 3 years or less

education in U.S. schools. This resulted in most English Learner students from these lower levels to be transferred Rialto High School. However, the English Learner newcomer program was reinstated for each high school according to the District boundaries in August 2013 for the academic year 2013-1014. In addition, Eisenhower offers English Language Development courses for Intermediate English Proficiency level 1 students and other Limited English Proficient (LEP) students who have tested at Beginning, Early Intermediate and Low Intermediate levels who have been in U.S. schools for 4 or more years. A placement assessment is given to these students and based on their assessment results, placement in the appropriate intervention class is made in conjunction with a mainstream English class. Tutoring is offered after school to English Learners who are struggling in their core classes. Summer School classes have also been offered to students in an effort to increase their English language proficiency. To encourage greater student participation in the tutorial support programs, staff members have communicated with parents through phone calls. Parent English Language Advisory Committee meetings are held regularly in order to promote student participation in these support programs.

### ATTENDANCE

The 2012-2013 Average Daily Attendance (ADA) rate for Eisenhower High School was 96.32%. Twelfth grade students had a slightly better average daily attendance rate than the underclassmen, with a rate of 96.76%. Juniors had an average daily attendance rate of 96.13%. Sophomores were at 96.13%, and freshmen were at 96.3%.

The total mobility and transiency rates for Eisenhower High School during the 2012-13 school year were approximately 16%. The overall truancy rate was 10.27%, while the tardy rate was just under ten percent at 9.98%. The school imposes serious consequences on students with attendance violations. Parents of students with poor attendance receive automated phone calls home, letters sent home, followed by in-person calls from the Attendance Office to discuss their student's absences. Habitual truanancies, tardies, and other unexcused absences result in disciplinary consequences including placement on Attendance Contracts, referrals to the School Attendance Review Board (SARB), and ultimately citations from the school's Resource Officer. Many Rialto Unified School District students attend several schools in one year, or miss months of school at a time, due to transiency. Eisenhower staff members

have recognized that it is extremely difficult for students to be successful without regular school attendance, and would like to see a reversal in this trend.

### DISCIPLINE DATA

While there have been many site level administrative changes, staff implements a discipline plan that is firm, fair, and consistent. Administration ensures that all students clearly understand what is expected of them, and that the students will be held accountable for their behavior. Grade level assemblies are held at the beginning of each school year to welcome students and inform them of the school's discipline policy. The numbers of suspensions and expulsions have decreased significantly since the 2007-2008 school year, and are as follows:

Years	Suspensions	Expulsions
2012-13	218	13
2011-12	789	9
2010-11	1530	12
2009-2010	2049	15
2008-2009	2217	17
2007-2008	2203	26

### SOCIOECONOMIC STATUS

Eisenhower High School serves a large number of students who come from households with a lower socio-economic status. In 2013, 79% of Eisenhower students were eligible for Free/Reduced-Price Lunch (CALPADS). Of our 2012-2013 student enrollment, 83% were classified as Socioeconomically Disadvantaged.

A majority of our students also come from households without a tradition of attending post-secondary educational institutions. Only 26% of Eisenhower parents reported to have either attended some college, were a college graduate, or attended a graduate school. Just 6% of Eisenhower parents reported to be a college graduate.

### SCHOOL SAFETY AND APPEARANCE

Eisenhower High School is committed to providing a safe and secure school campus for students and staff. A team of seven campus security officers and a Rialto Police Department School Resource Officer, assigned to support the

four district high schools, maintain order on the campus by enforcing school rules and being highly visible on campus. Security personnel conduct conflict mediation meetings when appropriate and utilize a proactive approach to dealing with student behavior. In a spring 2013 student survey, 87% of Eisenhower students agreed with the statement: "I feel physically safe inside classrooms."

The Eisenhower facility is adequate to house all students and staff. Every teacher is assigned his/her own classroom. Although improvements have been made over the years to maintain the facility, much renovation and modernization still needs to be done to provide an attractive and effective learning environment.

On November 2, 2010, local voters approved Measure Y, a \$98 million general obligation bond allowing the District to improve all 29 RUSD schools. Eisenhower has benefited in the first phase of Measure Y with modernization of our Science classrooms, new air-conditioning units in our gym, and the repair of our aging electrical infrastructure.

Major areas of need, scheduled to be addressed, in the second and third phases of Measure Y include the following:

- Upgrade our electrical capacity
- Construction of a new stadium, track and related facilities
- Construction of a performing arts building
- Construction of a two story classroom wing

Other areas of needed improvement not covered by Measure Y include:

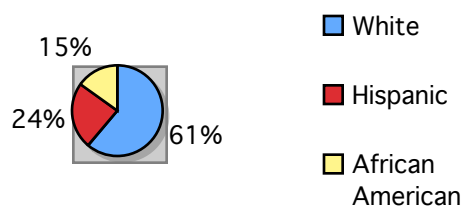
- Replace/update the current inefficient/obsolete "co-generation" heating and cooling system on the north half of the campus
- Install and maintain an attractive quad area

The Eisenhower campus is well-maintained by our custodial staff, earning a reputation as the "cleanest school in the district". Graffiti is removed immediately and all classrooms, offices and restrooms are cleaned regularly. The grounds are free of trash and overall, the campus is clean, neat, and attractive.

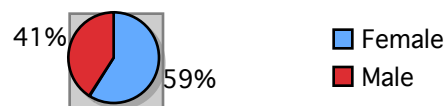
## STAFF

The Eisenhower staff currently includes of 106 highly qualified teachers who all meet the requirements of the Elementary and Secondary Act (ESEA) and are Cross-Cultural Language and Academic Development (CLAD) certified. All Eisenhower teachers are teaching within the field of their credential, and there are zero teachers teaching with a Short Term Staff Permit or a Provisional Intern Permit. Three teachers are currently employed as part of an Intern program. Our teachers have an amazing total of 1,556 years of combined teaching experience. Eisenhower teachers have been teaching an average of fifteen years. The ethnic and gender breakdown of our teachers is as follows:

**Eisenhower Teacher  
Ethnicity Breakdown**



**Eisenhower Teacher  
Gender Breakdown**



In addition to the teaching staff, there are five administrators, seven counselors, one librarian, two library media technicians, one career center technician, seven security officers, twelve nutrition service workers, and thirty-one instructional aides providing pupil support services to Eisenhower students. All of Eisenhower's classified staff currently meet the requirements of the Elementary and Secondary Act (ESEA).

## PROFESSIONAL DEVELOPMENT

Mondays are designated as late-start, Collaboration Days. With few exceptions, every Monday students arrive on campus at 8:24 AM, allowing teachers and administrators to use the pre-instructional period in order to work collaboratively in subject area departments, Professional Learning Communities (PLCs), or to participate in site-based professional development. This school year, a large number of the Collaboration Days have been used for preparation of the WASC self-study in Focus Group meetings.

Since 2008, a big focus of professional development continues to be the development and refinement of the Professional Learning Communities (PLCs). Even with the numerous changes in administration, PLCs have remained the center of curriculum and assessment development.

Other professional development opportunities that Eisenhower teachers have participated in since the last full self-study include:

Action Learning Systems-coaching	Advanced Placement course instruction	Advancement Via Individual Determination (AVID)	AVID Path & AVID Summer Institutes
Blood Borne Pathogens	Beginning Teacher Support and Assessment (BTSA)	Common Core State Standards	Common Core for English Learners
Classroom Management	Content Imperatives: Higher Level Thinking	edge® Reading/ Language Arts Program	Eno Smart Boards
Extend a Menu: Differentiation in the Core Curriculum	Geology Field Study	Illuminate Data Management	Kagan: Cooperative Learning for Interaction
Long Term English Learners (LTELs)	Making Content Comprehensible for English Learners: SIOP	Practical Applications for Math and Science Through Use of Newton's Laws	Special Education Teacher Professional Development (SETPD): Literacy Week
SB 472 ELPD	SB 472 Mathematics Institute	Six Traits of Writing	Synergy Student Information System
TAPPLE Formative Assessment Strategy	Special Education Local Plan Area	English 3D	Accountable Talk

## STUDENT ACTIVITIES

A strong majority of 82% of Eisenhower students agreed with the statement: “I feel that Eisenhower offers enough extra-curricular activities” in the 2013 student survey. There are indeed a wide variety of extra-curricular and co-curricular activities in which Eisenhower students may become involved. In addition to the various athletic teams, students may become involved in one or more of the following clubs, which have been approved by the Associated Student Body (ASB):

Academic Decathlon	AP Spanish Club	Art2D2	Advancement Via Individual Determination
Ballet Folklorico	Band & Pageantry	Cancer Club	Ceramics Club
Choir	Culinary Arts	Dance	French Club
Future Business Leaders of America (FBLA)	Future Homemakers of America (FHA-HERO)	Hand to Hand	Health Occupation Students of America (HOSA)
Key Club	Life Skills	Link Crew	National Association of Peer College Advisors (NAPCA)
National Honor Society	Newman Club	Pacific Islanders	Pep Squad
Student Leadership	Thespians	Yearbook	

The extra-curricular clubs and various academic programs at Eisenhower provide students with opportunities to visit several Southern California colleges and universities in order to expose them to university life and encourage them to apply to and attend a post-secondary school following graduation. Students who are members of the school’s NAPCA chapter have made visits to the University of California at Los Angeles, University of California at San Diego, and San Diego State University. In addition, many campus clubs are able to take field trips to museums, art shows, plays, and to ethnic restaurants in order to provide students with culturally diverse experiences.



## DISTRICT FINANCIAL SUPPORT

Since 2008, the vast majority of Eisenhower's financial support has come from the Quality Education Investment Act (QEIA). QEIA funds have been used to purchase instructional materials, provide professional development for teachers, allow students to participate in educational field trips, and pay the salaries of site personnel among other things. QEIA are expected to cease after this school year. Previous sources of school funding available to Eisenhower High School have either been entirely eliminated or significantly reduced. Eisenhower's Career Technical Education/ Regional Occupational Programs (CTE/ROP) department operates mainly through Perkins Grant funding.

<b>2013-2014 Funding Source</b>	<b>Amount Received</b>
<b>Quality Education Investment Act Grant (QEIA)</b>	\$721,359.00
<b>Economic Impact Aid/ Limited English Proficient (EIA/LEP) Economic Impact Aid/ State Compensatory Education (EIA/SCE)</b>	\$356,095.00
<b>Perkins Grant</b>	\$69,470.00
<b>Discretionary Site Block Grant</b>	\$0
<b>Gifted and Talented Education (GATE)</b>	\$0
<b>Tenth Grade Counseling</b>	\$0

## Student Performance Data

Overall, since the last WASC Self-Study, Eisenhower High School has improved its total school Academic Performance Index (API) scores, as well as scores within each subgroup. Eisenhower's English Learner and Students with Disabilities subgroups continue to have the lowest API scores. The four-year data for each subject area California Standards Tests (CSTs) shows that in most areas, Eisenhower students have increased the percentage scoring at an Advanced or Proficient proficiency level, and decreased the percentage of students scoring at the Below Basic and Far Below Basic proficiency levels. Highlights of positive gains in student achievement during the last four years include the gains made by 10<sup>th</sup> grade Life Science and Chemistry students in the percentage scoring at the Proficient and Advanced levels on the CSTs. The Adequate Yearly Progress (AYP) goals have only been met occasionally under Safe Harbor. Again, the English Learner subgroup and the Students With Disabilities subgroup have the lowest scores. Strategies to address the specific needs of English Learners and Students with Disabilities are discussed in PLCs for each grade level and/or core subject, as well as within departments during collaboration days. Each PLC uses CST data to make instructional adjustments and curriculum decisions.

Eisenhower High School has improved markedly with respect to California State School Rankings. Since 2010, Eisenhower moved in statewide school ranking from a three to a four school. Over the past two years, Eisenhower has improved its classification as compared to schools with similar populations, moving from a seven in 2011-2012 to a nine similar school rating in 2012-2013.

School Year	Statewide Rank	Similar school rank
2010-2011	3	6
2011-2012	4	7
2012-2013	4	9

ACADEMIC PERFORMANCE DATA  
**Academic Performance Index Summary Chart**

	2008	2009	2010	2011	2012	2013
<b>Overall</b>	633N	697Y	697N	721C	724Y	726N
<b>African-American</b>	624Y	673Y	674N	698C	711Y	661N
<b>Hispanic</b>	631Y	700Y	696N	722C	722N	733Y
<b>SED</b>	633Y	701Y	701N	696C	721Y	724N
<b>EL</b>	612Y	654Y	666Y	693C	710Y	714N
<b>SWD</b>	421N	469Y	454N	469C	470N	483N

Y= Yes met growth target

N=No did not meet growth target

## CALIFORNIA STANDARDS TESTS (CST) FOUR YEAR DATA

### English Language Arts 9<sup>th</sup> Grade

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	13%	12%	16%	15%	+2%
Proficient	30%	31%	26%	38%	+8%
Basic	29%	35%	38%	33%	+4%
Below Basic	19%	15%	15%	11%	-8%
Far Below Basic	9%	7%	5%	3%	-6%

### English Language Arts 9<sup>th</sup> Grade Subgroup Data: Percent Proficient or Advanced

Subgroup	2010	2011	2012	2013	Progress
African American	46%	37%	36%	43%	-3%
Hispanic or Latino	42%	43%	41%	53%	+11%
Students with Disabilities	7%	16%	22%	-	+15%
Economically Disadvantaged	43%	44%	41%	53%	+10%
English Language Learner	18%	17%	5%	11%	-7%

### English Language Arts 10<sup>th</sup> Grade

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	9%	11%	9%	12%	+3%
Proficient	17%	25%	25%	24%	+7%
Basic	38%	34%	38%	39%	+1%
Below Basic	22%	18%	19%	16%	-6%
Far Below Basic	14%	12%	9%	9%	-5%

### English Language Arts 10<sup>th</sup> Grade Subgroup Data: Percent Proficient or Advanced

Subgroup	2010	2011	2012	2013	Progress
African American	17%	34%	38%	23%	+6%
Hispanic or Latino	27%	36%	32%	38%	+11%
Students with Disabilities	0%	8%	7%	18%	+18%
Economically Disadvantaged	26%	37%	34%	35%	+9%
English Language Learner	9%	9%	9%	1%	-8%

### English Language Arts 11<sup>th</sup> Grade

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	9%	8%	10%	8%	-1%
Proficient	21%	24%	25%	23%	+2%
Basic	37%	36%	37%	41%	+4%
Below Basic	17%	18%	17%	18%	+1%
Far Below Basic	16%	15%	11%	9%	-7%

**English Language Arts 11<sup>th</sup> Grade Subgroup Data: Percent Proficient or Advanced**

Subgroup	2010	2011	2012	2013	Progress
African American	33%	22%	33%	30%	-3%
Hispanic or Latino	29%	33%	35%	31%	+2%
Students with Disabilities	0%	0%	0%	5%	+5%
Economically Disadvantaged	32%	32%	34%	31%	-1%
English Language Learner	9%	7%	8%	7%	-2%

### Algebra I

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	3%	1%	4%	6%	+3%
Proficient	17%	20%	22%	23%	+6%
Basic	26%	24%	24%	26%	-
Below Basic	38%	36%	34%	34%	-4%
Far Below Basic	15%	16%	16%	12%	-3%

#### Algebra I Subgroup Data: Percent Proficient or Advanced

Subgroup	2010	2011	2012	2013	Progress
African American	22%	21%	22%	25%	+3%
Hispanic or Latino	20%	24%	27%	30%	+10%
Students with Disabilities	9%	3%	11%	11%	+2%
Economically Disadvantaged	20%	25%	27%	29%	+29%
English Language Learner	16%	14%	11%	12%	-4%

### Integrated Math

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	0%	1%	0%	2%	+2%
Proficient	7%	8%	4%	13%	+6%
Basic	25%	28%	21%	16%	-9%
Below Basic	51%	40%	54%	50%	-1%
Far Below Basic	17%	23%	21%	20%	+3%

#### Integrated Math Subgroup Data: Percent Proficient or Advanced

Subgroup	2010	2011	2012	2013	Progress
African American	6%	0%	15%	-	-
Hispanic or Latino	6%	11%	3%	15%	+9%
Students with Disabilities	-	-	-	0%	-
Economically Disadvantaged	8%	8%	3%	16%	+8%
English Language Learner	0%	7%	0%	17%	+17%

### Geometry

Proficiency	2010	2011	2012	2013	Progress
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Level					
Advanced	1%	1%	2%	2%	+1%
Proficient	9%	8%	10%	12%	+3%
Basic	23%	26%	20%	20%	-3%
Below Basic	48%	50%	46%	44%	-4%
Far Below Basic	19%	15%	22%	22%	+3%

### Geometry Subgroup Data: Percent Proficient or Advanced

Subgroup	2010	2011	2012	2013	Progress
African American	10%	11%	7%	11%	+1%
Hispanic or Latino	9%	8%	11%	14%	+5%
Students with Disabilities	0%	0%	0%	0%	-
Economically Disadvantaged	10%	10%	12%	14%	+4%
English Language Learner	1%	4%	0%	0%	-1%

### Algebra II

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	7%	10%	10%	2%	-5%
Proficient	19%	26%	9%	21%	+2%
Basic	32%	38%	29%	39%	+7%
Below Basic	29%	21%	37%	31%	+2%
Far Below Basic	14%	5%	15%	8%	-6%

### Algebra II Subgroup Data: Percent Proficient or Advanced

Subgroup	2010	2011	2012	2013	Progress
African American	13%	27%	19%	18%	+5%
Hispanic or Latino	27%	36%	18%	34%	+7%
Students with Disabilities	-	-	-	-	-
Economically Disadvantaged	28%	36%	18%	33%	+5%
English Language Learner	15%	29%	3%	0%	-15%

### Summative High School Mathematics

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	7%	11%	6%	4%	-3%

Proficient	<b>31%</b>	<b>32%</b>	<b>29%</b>	<b>33%</b>	<b>2%</b>
Basic	<b>30%</b>	<b>26%</b>	<b>39%</b>	<b>21%</b>	<b>-9%</b>
Below Basic	<b>31%</b>	<b>26%</b>	<b>22%</b>	<b>35%</b>	<b>+4%</b>
Far Below Basic	<b>1%</b>	<b>6%</b>	<b>4%</b>	<b>7%</b>	<b>+6%</b>

**Summative High School Math Subgroup Data: Percent Proficient or Advanced**

Subgroup	2010	2011	2012	2013	Progress
African American	<b>36%</b>	-	-	<b>0%</b>	<b>-36%</b>
Hispanic or Latino	<b>30%</b>	-	<b>31%</b>	<b>33%</b>	<b>+3%</b>
Students with Disabilities	-	-	-	-	-
Economically Disadvantaged	<b>34%</b>	-	<b>35%</b>	<b>38%</b>	<b>+4%</b>
English Language Learner	-	-	-	-	-



### World History

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	11%	13%	14%	15%	+4%
Proficient	13%	19%	20%	22%	+9%
Basic	27%	30%	35%	29%	+2%
Below Basic	17%	18%	13%	12%	-5%
Far Below Basic	32%	21%	20%	21%	-11%

#### World History Subgroup Data: Percent Proficient or Advanced

Subgroup	2010	2011	2012	2013	Progress
African American	21%	28%	41%	28%	+7%
Hispanic or Latino	23%	31%	30%	38%	+15%
Students with Disabilities	3%	2%	4%	4%	+1%
Economically Disadvantaged	25%	33%	33%	36%	+11%
English Language Learner	11%	19%	11%	8%	-3%

### U.S. History

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	16%	12%	18%	14%	-2%
Proficient	27%	28%	24%	23%	-4%
Basic	28%	28%	30%	30%	+2%
Below Basic	15%	16%	11%	15%	-
Far Below Basic	13%	16%	17%	18%	+5%

#### US History Subgroup Data: Percent Proficient or Advanced

Subgroup	2010	2011	2012	2013	Progress
African American	39%	36%	38%	37%	-2%
Hispanic or Latino	43%	40%	42%	35%	-8%
Students with Disabilities	7%	6%	2%	6%	-1%
Economically Disadvantaged	43%	41%	40%	36%	-7%
English Language Learner	18%	13%	15%	8%	-10%

### 10<sup>th</sup> Grade Life Science

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	12%	14%	13%	18%	+6%
Proficient	20%	25%	35%	25%	+5%
Basic	43%	35%	37%	32%	-11%
Below Basic	17%	16%	9%	17%	-
Far Below Basic	8%	10%	6%	8%	-

**10<sup>th</sup> Grade Life Science Subgroup Data: Percent Proficient or Advanced**

Subgroup	2010	2011	2012	2013	Progress
African American	26%	40%	49%	29%	+3%
Hispanic or Latino	32%	38%	46%	45%	13%
Students with Disabilities	14%	5%	47%	8%	-6%
Economically Disadvantaged	33%	38%	48%	43%	+10%
English Language Learner	15%	19%	25%	9%	-6%

**Biology**

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	8%	8%	14%	8%	-
Proficient	21%	19%	28%	22%	+1%
Basic	40%	40%	38%	40%	-
Below Basic	17%	21%	11%	16%	-1%
Far Below Basic	13%	13%	9%	14%	+1%

**Biology Subgroup Data: Percent Proficient or Advanced**

Subgroup	2010	2011	2012	2013	Progress
African American	26%	26%	41%	25%	-1%
Hispanic or Latino	28%	27%	41%	30%	+2%
Students with Disabilities	11%	0%	11%	2%	-9%
Economically Disadvantaged	30%	27%	42%	29%	-1%
English Language Learner	11%	9%	13%	2%	-9%

**Chemistry**

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	10%	16%	19%	18%	+8%

Proficient	28%	35%	43%	39%	+11%
Basic	45%	42%	34%	38%	-7%
Below Basic	12%	5%	3%	4%	-8%
Far Below Basic	5%	2%	1%	1%	-4%

**Chemistry Subgroup Data: Percent Proficient or Advanced**

Subgroup	2010	2011	2012	2013	Progress
African American	28%	47%	55%	47%	+19%
Hispanic or Latino	38%	51%	63%	57%	+19%
Students with Disabilities	-	-	-	-	-
Economically Disadvantaged	39%	51%	62%	58%	+19%
English Language Learner	28%	24%	-	-	-

**Earth Science**

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	3%	4%	5%	5%	+2%
Proficient	14%	21%	22%	24%	+10%
Basic	41%	48%	47%	47%	-6%
Below Basic	18%	16%	14%	13%	-5%
Far Below Basic	24%	12%	12%	11%	-13%

**Earth Science Subgroup Data: Percent Proficient or Advanced**

Subgroup	2010	2011	2012	2013	Progress
African American	14%	22%	23%	16%	+2%
Hispanic or Latino	16%	23%	28%	31%	+15%
Students with Disabilities	4%	9%	4%	4%	-
Economically Disadvantaged	16%	25%	27%	29%	13%
English Language Learner	8%	13%	8%	11%	+3%

**Physics**

Proficiency Level	2010	2011	2012	2013	Progress
Advanced	-	7%	13%	6%	-1%
Proficient	-	46%	20%	45%	-1%
Basic	-	39%	46%	42%	+3%

Below Basic	-	<b>7%</b>	<b>17%</b>	<b>6%</b>	<b>-1%</b>
Far Below Basic		<b>0%</b>	<b>4%</b>	<b>0%</b>	<b>-</b>

**Physics Subgroup Data: Percent Proficient or Advanced**

Subgroup	2010	2011	2012	2013	Progress
African American	-	-	-	-	-
Hispanic or Latino	-	<b>54%</b>	<b>30%</b>	<b>52%</b>	<b>-2%</b>
Students with Disabilities	-	-	-	-	-
Economically Disadvantaged	-	<b>54%</b>	<b>30%</b>	<b>54%</b>	-
English Language Learner	-	-	-	-	-

## CALIFORNIA HIGH SCHOOL EXIT EXAM

Over the past four years, the percentage of Eisenhower students passing the California High School Exit Exam (CAHSEE) has increased in both English Language Arts and Math. Eisenhower students have made the greatest achievement gains on the Math portion of the CAHSEE; the percentage of students earning a proficient score increased by 13% from 2010 to 2013. A CAHSEE data highlight for Eisenhower is that the Hispanic student subgroup increased its percentage proficient on the Math test by 23% over the past four years. Student scores on the English Language Arts portion of the CAHSEE have remained relatively static over the past four years.

### CAHSEE Data 2010-2013

#### English Language Arts Overall

Year	Number Tested	Number Passed	Percent Passed	Number Proficient	Percent Proficient
2010	614	492	80%	300	48%
2011	629	480	76.5%	313	50%
2012	612	497	81.2%	286	48.8%
2013	602	497	81.5%	286	47.1%
<b>Growth</b>			+1.5%		-.9%

#### English Language Arts- African American

Year	Number Tested	Number Passed	Percent Passed	Number Proficient	Percent Proficient
2010	161	124	77%	58	36%
2011	165	122	74%	74	45%
2012	121	95	78.5%	53	43.8%
2013	79	53	67%	22	28%
<b>Growth</b>			-10%		-8%

#### English Language Arts - Hispanic

Year	Number Tested	Number Passed	Percent Passed	Number Proficient	Percent Proficient
2010	367	296	81%	191	52%
2011	350	267	76.5%	180	51.5%
2012	317	259	81.7%	140	44.2%
2013	508	407	80%	218	43%
<b>Growth</b>			-1%		-9%

## CAHSEE Data 2010-2013

### Math Overall

Year	Number Tested	Number Passed	Percent Passed	Number Proficient	Percent Proficient
2010	610	452	74%	247	39%
2011	629	500	80%	324	51.5%
2012	612	475	80.9%	276	47.1%
2013	598	495	82.7%	311	52%
<b>Growth</b>			+8.7%		+13%

### Math- African American

Year	Number Tested	Number Passed	Percent Passed	Number Proficient	Percent Proficient
2010	161	106	66%	48	30%
2011	165	126	76.5%	68	41.5%
2012	122	90	73.8%	41	33.6%
2013	78	52	67%	27	35%
<b>Growth</b>			+1%		+5%

### Math- Hispanic

Year	Number Tested	Number Passed	Percent Passed	Number Proficient	Percent Proficient
2010	367	278	76%	156	42.5%
2011	350	284	81%	191	55%
2012	317	245	77.5%	154	48.7%
2013	507	423	83%	334	66%
<b>Growth</b>			+7%		+23.5%

## ADEQUATE YEARLY PROGRESS (AYP)

Eisenhower High School did not meet AYP in the past two years. In 2013, Eisenhower met 14 of the 18 AYP criteria. In 2012, Eisenhower met 13 of the 22 AYP criteria.

### Participation Rate English Language Arts Target :95%

#### 2012-2013: Schoolwide

<b>Year</b>	<b>Enrollment First Day of Testing</b>	<b>Number of Students Tested</b>	<b>Rate</b>	<b>Met AYP Criteria</b>
<b>2012</b>	592	593	100%	YES
<b>2013</b>	632	630	100%	YES
<b>African American 2012</b>	94	94	100%	YES
<b>African American 2013</b>	81	80	99%	YES
<b>Hispanic or Latino 2012</b>	467	467	100%	YES
<b>Hispanic or Latino 2013</b>	512	511	100%	YES
<b>Socioeconomically Disadvantaged 2012</b>	501	503	100%	YES
<b>Socioeconomically Disadvantaged 2013</b>	508	507	100%	YES
<b>English Learners 2012</b>	279	279	100%	YES
<b>English Learners 2013</b>	286	285	100%	YES

Participation Rate Mathematics

Target: 95%

2012-2013: Schoolwide

<b>Year</b>	<b>Enrollment First Day of Testing</b>	<b>Number of Students Tested</b>	<b>Rate</b>	<b>Met AYP Criteria</b>
<b>2012</b>	591	591	100%	YES
<b>2013</b>	632	629	100%	YES
<b>African American 2012</b>	94	94	100%	YES
<b>African American 2013</b>	81	81	100%	YES
<b>Hispanic or Latino 2012</b>	466	465	100%	YES
<b>Hispanic or Latino 2013</b>	512	509	99%	YES
<b>Socioeconomically Disadvantaged 2012</b>	500	501	100%	YES
<b>Socioeconomically Disadvantaged 2013</b>	508	507	100%	YES
<b>English Learners 2012</b>	279	278	100%	YES
<b>English Learners 2013</b>	286	286	100%	YES



Percent Proficient- Annual Measurable Objectives (AMOs)  
2012-2013

English Language Arts  
2012 Target 77.8%    2013 Target 88.9%

<b>Year</b>	<b>Valid Scores</b>	<b>Number At or Above Proficient</b>	<b>Percent At or Above Proficient</b>	<b>Met AYP Criteria</b>
<b>2012</b>	555	219	39.5%	NO
<b>2013</b>	595	255	42.9%	NO
<b>African American 2012</b>	89	35	39.3%	YES (Safe Harbor)
<b>African American 2013</b>	75	22	29.3%	
<b>Hispanic or Latino 2012</b>	435	167	38.4%	NO
<b>Hispanic or Latino 2013</b>	483	212	43.9%	YES (Safe Harbor)
<b>Socioeconomically Disadvantaged 2012</b>	480	189	39.4%	NO
<b>Socioeconomically Disadvantaged 2013</b>	487	201	41.3%	NO
<b>English Learners 2012</b>	264	93	35.2%	NO
<b>English Learners 2013</b>	272	100	36.8%	NO

Percent Proficient- Annual Measurable Objectives (AMOs)  
2012-2013

Mathematics

2012 Target 77.4%      2013 Target 88.7%

<b>Year</b>	<b>Valid Scores</b>	<b>Number At or Above Proficient</b>	<b>Percent At or Above Proficient</b>	<b>Met AYP Criteria</b>
<b>2012</b>	554	245	44.2%	NO
<b>2013</b>	593	327	55.1%	YES (Safe Harbor)
<b>African American 2012</b>	89	39	43.8%	NO
<b>African American 2013</b>	75	26	34.7%	
<b>Hispanic or Latino 2012</b>	434	185	42.6%	NO
<b>Hispanic or Latino 2013</b>	481	278	57.8%	YES (Safe Harbor)
<b>Socioeconomically Disadvantaged 2012</b>	479	216	45.1%	NO
<b>Socioeconomically Disadvantaged 2013</b>	487	272	55.9%	YES (Safe Harbor)
<b>English Learners 2012</b>	263	110	41.8%	NO
<b>English Learners 2013</b>	273	149	54.6%	YES (Safe Harbor)

Graduation Rate Results

<b>Year</b>	<b>Met Schoolwide Graduation</b>	<b>Met Student Group Graduation Rates</b>	<b>Met Overall Graduation Rate Criteria</b>
<b>2012</b>	YES	YES	YES
<b>2013</b>	YES	NO	NO

## CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

### **Reclassification-RFEP**

<u>Year</u>	<u>Total ELs</u>	<u>Percentage Reclassified</u>
2008-2009	505	6.34%
2009-2010	562	6.41%
2010-2011	529	19.09%
2011-2012	470	17.87%
2012-13	564	14.18%

This increase in the Reclassified Fluent English Proficient (RFEP) rate can be attributed to the greater attention that has been given to the EL student population in order to help them meet district reclassification criteria.

Eisenhower High School has about 443 English Learners, with the majority of our students in the Intermediate and Early Advanced levels and in the 9<sup>th</sup> and 10<sup>th</sup> grades proving that English Learners are achieving advanced levels in English in the areas of listening, speaking, reading and writing, meeting the assessment and grade requirements and able to reclassify out of the English Learner program.

# TITLE III ACCOUNTABILITY REPORT

## AMAO1- Annual Growth

<b>Number of Annual CELDT Takers</b>	<b>Number in Cohort</b>	<b>Percent with Prior CELDT Scores</b>	<b>Number Met AMAO 1</b>	<b>Percent Met AMAO 1</b>
<b>539</b>	537	99.6%	341	63.5%

## AMAO 2 – Attaining English Proficiency

	<b>Number in Cohort</b>	<b>Number Attaining English Proficiency Level</b>	<b>Percent Attaining English Proficiency Level</b>
<b>Less Than 5 Years</b>	52	21	40.4%
<b>5 Years or More</b>	492	270	54.9%

## BENCHMARK ASSESSMENTS

Standards-based Benchmark Exams are administered at the district level in both Mathematics and Language Arts. The English Language Arts benchmark exams were developed by district personnel, using a question-bank purchased from an outside source. Math benchmark exams were rewritten during the 2011-12 school year by INSPECT Assessments, and are administered district-wide. Curriculum-embedded assessments in English Language Arts were developed by the Rialto Unified School District's Director of Secondary Literacy. Curriculum-embedded assessments in Math were developed by a team of Math coaches representing the district's secondary campuses. Both the district Benchmark Exams and the district embedded assessments allow Eisenhower teachers to monitor student achievement through a uniform assessment procedure. These assessments also allow for both long-term and short-term student accountability. English Language Arts and Math teachers use the assessment data to modify their instructional plans when necessary, improving their ability to address student needs.

Student performance on the English Language Arts Benchmark Exams has improved over the past two years. Students in grades 10 and 11 have experienced substantial increases in the percentage of students scoring Proficient and/or Advanced by the third administration of the Benchmark Exams. The data shows that fewer students score in the Far Below Basic and/or Below Basic range by the third Benchmark Exam, while an increased number of students score at the Proficient and/or Advanced performance levels.

Student performance on the Mathematics Benchmark Exams has also improved over the past two years. Algebra I students increased the percentage of students scoring at the Advanced level over the last two years, with the third Benchmark witnessing the greatest gains. In Geometry, there was a large drop in the percentage of students scoring Far Below Basic by the third benchmark. Large gains have also been made with the percentage of students scoring Advanced on the Bridges benchmark.

## English Language Arts Benchmark Results Grade 9

2012-13

Proficiency Level	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter
Advanced	7.6%	6.2%	7%
Proficient	12.5%	16.6%	43%
Basic	36.3%	30.8%	35%
Below Basic	24.5%	28%	12%
Far Below Basic	19%	18.7%	2%

2011-12

Proficiency Level	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter
Advanced	1.1%	4.8%	6.6%
Proficient	11.7%	20.5%	40%
Basic	37.7%	33.2%	36.1%
Below Basic	29.3%	26.3%	14.6%
Far Below Basic	20.3%	14.9%	2.4%

## English Language Arts Benchmark Results Grade 10

2012-13

Proficiency Level	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter
Advanced	1.6%	6.2%	10%
Proficient	10.4%	23.3%	53%
Basic	41.4%	35.6%	28%
Below Basic	29.4%	19.8%	8%
Far Below Basic	17.5%	15.8%	0%

2011-12

Proficiency Level	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter
Advanced	0.5%	0%	6.7%
Proficient	9.1%	0%	49.6%
Basic	40.7%	50%	32.2%
Below Basic	36.3%	16.7%	10.9%
Far Below Basic	13.5%	33.3%	0.7%

## English Language Arts Benchmark Results Grade 11

2012-13

Proficiency Level	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter
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Advanced	4.4%	7.5%	10%
Proficient	16.1%	23.8%	57%
Basic	38.4%	34.3%	28%
Below Basic	26.6%	23.2%	6%
Far Below Basic	14.5%	11.1%	0%

### 2011-12

Proficiency Level	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter
Advanced	6.5%	0%	9.9%
Proficient	15.5%	0%	53.4%
Basic	38.6%	0%	29.8%
Below Basic	22.5%	80%	6%
Far Below Basic	16.8%	20%	1%

## Algebra I Benchmark Results

### 2012-13

Proficiency Level	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter
Advanced	48.61%	7.82%	13.39%
Proficient	24.84%	23.81%	38.84%
Basic	13.49%	21.33%	30.36%
Below Basic	6%	19.67%	13.84%
Far Below Basic	7.07%	20.08%	3.57%

### 2011-12

Proficiency Level	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter
Advanced	47%	14%	4%
Proficient	22%	23%	32%
Basic	14%	21%	34%
Below Basic	7%	17%	23%
Far Below Basic	9%	26%	6%



## Geometry Benchmark Results

**2012-13**

<b>Proficiency Level</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>
Advanced	44.9%	13.36%	10.09%
Proficient	31.69%	22.82%	27.52%
Basic	11.94%	21.02%	23.93%
Below Basic	4.94%	17.87%	15.04%
Far Below Basic	6.53%	24.92%	23.42%

**2011-12**

<b>Proficiency Level</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>
Advanced	34%	18%	13%
Proficient	30%	23%	20%
Basic	18%	21%	21%
Below Basic	9%	17%	15%
Far Below Basic	9%	22%	31%

## Bridges Benchmark Results

**2012-13**

<b>Proficiency Level</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>
Advanced	12%	1%	0%
Proficient	26%	10%	7%
Basic	29%	27%	27%
Below Basic	9%	35%	30%
Far Below Basic	24%	27%	35%

**2011-12**

<b>Proficiency Level</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>
Advanced	12%	1%	0%
Proficient	26%	10%	7%
Basic	29%	27%	27%
Below Basic	9%	35%	30%
Far Below Basic	24%	27%	35%

## Algebra II Benchmark Results

### 2012-13

<b>Proficiency Level</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>
Advanced	70.64%	15.11%	37.26%
Proficient	20.35%	23.81%	28.66%
Basic	5.23%	21.33%	23.25%
Below Basic	2.03%	19.67%	7.01%
Far Below Basic	1.74%	20.08%	3.82%

### 2011-12

<b>Proficiency Level</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>
Advanced	64%	30%	27%
Proficient	25%	32%	25%
Basic	7%	25%	23%
Below Basic	2%	11%	14%
Far Below Basic	1%	3%	11%

## COLLEGE ASSESSMENTS

Since the last full self-study, the percent of all twelfth grade Eisenhower students taking the SAT has declined. During the 2008-2009 school year, 37% of seniors took the SAT, during the 2011-12 school year only 28% took the SAT. Eisenhower students who do take the SAT tend to score below the national norms in both Critical Reading and Math. For the class of 2012, the College Board reported that the average Critical Reading score was 496, and the average Math score was 514.

<b>SAT RESULTS</b>	2008-2009	2009-2010	2010-2011	2011-2012
<b>Grade 12 Enrollment</b>	465	506	556	549
<b>Percent of seniors taking test</b>	36.56	27.67	27.7	28%
<b>Average Critical Reading Score</b>	412	435	426	425
<b>Average Math Score</b>	418	447	452	437

Eisenhower students also tend to score below the California state average on the ACT. However, the five-year trend shows that Eisenhower students have made significant advances in closing the gap between California state averages and Eisenhower school averages.

<b>ACT Results</b>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Grade 12 Enrollment</b>	465	506	556	549	
<b>Percent of seniors taking test</b>	15.05	13.04	52.88	13.48%	
<b>Eisenhower Average English Score</b>	15.8	18.2	15.7	17.5	<b>18.6</b>
<b>California Average English Score</b>	21.8	21.7	21.6	21.6	<b>21.6</b>
<b>Eisenhower Average Math Score</b>	19	19.7	18.1	20.3	<b>20.6</b>
<b>California Average Math Score</b>	22.8	22.9	22.7	22.8	<b>22.8</b>
<b>Eisenhower Composite Score</b>	17.6	19.2	17.1	19.0	<b>19.7</b>
<b>California Average Composite Score</b>	22.2	22.2	22.1	22.1	22.2

## ADVANCED PLACEMENT

Advanced Placement classes are offered in Biology, Calculus, English Language and Composition, English Literature, French, Government, Macroeconomics, Spanish Language, Spanish Literature, Statistics, and U.S. History for those students who wish to take college level classes in high school. An Advanced Placement World History course is being offered this school year, with the intention that tenth grade Social Studies students will become acclimated to the rigors of an AP class prior to taking AP US History. 2012-2013 Advanced Placement exam results are as follows:

COURSE	#OF EXAMS TAKEN	# OF STUDENTS PASSING	% OF STUDENTS PASSING
<b>Biology</b>	11	2	19%
<b>Calculus</b>	44	1	>1%
<b>English Language Composition</b>	37	9	24%
<b>English Literature</b>	47	13	28%
<b>Government</b>	57	29	51%
<b>Macroeconomics</b>	5	1	20%
<b>Spanish Language</b>	68	32	47%
<b>Spanish Literature</b>	6	6	100%
<b>Statistics</b>	27	18	67%
<b>United States History</b>	48	15	31%

## A-G REQUIREMENTS

Eisenhower guidance counselors encourage students to attempt and complete the rigorous A-G requirements set forth by the University of California. According to the 2013 Senior Exit Survey, 86% of 2013 graduates reported that they planned to attend either a two-year or four-year university following graduation. While 34% of exiting seniors reported acceptance to one or more four-year universities, 35% of exiting seniors reported no acceptance to either a two-year or four-year university. 31% of the 2013 exiting seniors reported acceptance to a community college or junior college. This percentage of Eisenhower exiting seniors who report acceptance to two-year has remained relatively static through out the past six years. In 2007, 32% of exiting seniors reported that they would be attending local community colleges.

## REPORT CARD ANALYSIS

By the first semester of the 2013-2014 school year, the majority of Eisenhower students earned passing grades in their core academic classes. Over the past four years, some courses have seen large improvements in the increase of students receiving passing grades and a reduction in the percentage of students failing. The English learner population continues to remain below, sometimes significantly below, the pass rate of the non English Learner population. The data below was emailed to all staff by the principal, with the goal of having teachers think about their current grading policy. Eisenhower's current grade distribution is not aligned with a normal distribution bell-curve, becoming the source of discussion within departments and PLCs.

### Grade Distribution by Department

1<sup>st</sup> Semester 2013-14

Subject	A	B	C	D	F
English	17.68%	28.52%	24.15%	17.59%	19.76%
Fine Arts	44.99%	27.74%	18.27%	17.36%	13.44%
World Lang.	25.28%	27.10%	27.85%	16.97%	11.90%
Math	13.83%	23.40%	27.97%	21.32%	21.38%
Health	13.88%	16.56%	19.91%	18.83%	30.80%
PE	45.70%	22.62%	14.76%	7.65%	13.69%
Science	24.16%	23.59%	20.63%	16.19%	20.82%
Social Studies	20.69%	23.46%	26.13%	22.96%	20.46%
Special Ed	39.80%	39.38%	33.91%	22.20%	9.68%
Vocational	36.88%	27.25%	20.47%	17.29%	10.41%
<b>School Total</b>	<b>36.76%</b>	<b>27.32%</b>	<b>24.19%</b>	<b>17.89%</b>	<b>18.23%</b>

## D/F Grades 2012-2013

### Percent That Received at Least One D/F Grade in at Least One Core Class

By Subgroup	1 <sup>st</sup> Quarter	1st Semester
English Learner	70%	70%
RFEP	44%	43%
Hispanic/Latino	57%	53%
African American	61%	54%
Total EHS Excluding EL and RFEP	53%	51%

Over the past three years, there has seen a steady increase in the percentage of students successfully meeting the graduation requirements of Eisenhower High School. At the end of the spring semester 2013, 439 of the 487 seniors participated in the May graduation ceremonies. By July 2013, another 18 of those students were able to meet graduation requirements. Another positive trend is that Eisenhower High School has been the only Rialto Unified School District high school to reduce its dropout rate over the past three school years.

EHS	2008	2009	FORMULA CHANGED	2010	2011	2012	2013
<b>Graduation Rate</b>	65	65		62	80	87	90
<b>Dropout</b>	25.7	16.2		22.3	8.7	8.2	8.2

At the end of the 2012-13 school year, the vast majority of Eisenhower's graduating seniors reported to have plans to continue their education or training following graduation. Attending a two-year junior or community college is what 53% of our 2013 graduates reported to their counselor they planned on doing. Seventy-three of Eisenhower's graduating seniors reported that they planned on attending a California State University, while twenty-five graduating seniors reported that they were committed to attending one of the various University of California campuses. Twenty-six other graduating seniors reported that they were planning to attend an out-of-state or private university. Another twenty-six reported that they would be attending a trade school, while twenty-eight students reported that they would be enlisting in

one of the branches of the military. Only twenty-eight graduating seniors reported that they would enter into the work force directly after high school without first attending a post-secondary institution.

## Perception Data

The Student Survey completed by Eisenhower students in the spring of 2013 revealed that a strong majority of students felt that they were valued and respected by administrators, teachers, and other students. The respect was mutual, as 91% of students agreed with the statement: "I respect most of my teachers." Students not only seemed to believe that most of their teachers are enthusiastic about learning. Students also report that their teachers have helped them develop reading, writing, and math skills. Students feel that their teachers review materials with them prior to assessment and that teachers regularly communicate with students about their academic progress. With 67% of students agreeing that their classes are challenging, 75% of Eisenhower students agree that Eisenhower has prepared them for college and career opportunities. Students report that teachers use a variety of assessment methods, with 86% of students agreeing with the statement "Teachers use different ways to evaluate my progress."

An area of weakness revealed by the Student Survey is that one-third of Eisenhower students disagreed with the statement: "I enjoy coming to school." Perhaps this result is connected to another area of weakness revealed by the Student Survey that 35% of students disagreed with the statement: "I am kept informed of school activities and programs." During the 2012-2013 school year, morning announcements were almost entirely eliminated, however, morning announcements have been reinstated this school year.

The Parent Survey was completed in the fall of 2013 as part of the registration requirements for students. 1,235 parents completed the survey and the responses were compiled. The majority of parents reported that they felt they are welcomed on campus and that they are aware of the various opportunities to become involved in the school. Most parents surveyed felt that Eisenhower is a safe campus and that their students are treated with respect, professionalism, and courtesy. Indicative of parent satisfaction with Eisenhower's academic programs, 81% of parents felt that Eisenhower prepares their child for life beyond high school. Other positive findings of the parent survey include the fact that 85% of parents agreed with the statement: "My child has adequate opportunities to participate in extracurricular activities", while 84% of parents agreed with the statement: "I am satisfied with academic course offerings at Eisenhower."



The Staff Survey completed by Eisenhower staff members in the spring of 2013 revealed that the majority of Eisenhower staff felt that they belong at Eisenhower High School and were recognized for their good work. 86% percent of staff reported that new teachers were welcomed by the Eisenhower staff and 79% reported there were a sufficient number of opportunities to collaborate with colleagues. Other positive findings include the fact that a majority of staff felt that the Eisenhower community is supportive, staff morale is high, and that there is mutual respect among students and staff.

Areas of weakness revealed by the Staff Survey include the fact that almost half of the staff (47%) disagreed with the statement: "The discipline policy is consistently enforced." Almost 40% of staff disagreed with the statement: "The discipline policy is clear and fair."