

# Roosevelt High School

## After School Program Report Card for 2009-2010

This report describes the participants, participation levels, and outcomes of the 2009-2010 after school program at Roosevelt High School. Participant data includes the gender, ethnicity, English Learner (EL) status, and grade level of students. Outcomes measured include students' performance on the English-Language Arts (ELA) and Math portions of the California Standards Test (CST), the ELA and Math portions of the California High School Exit Exam (CAHSEE), and change in regular school day attendance over the previous year. Relationships between after school program attendance and these key outcomes are examined.

### Section 1: Participation Demographics

During the 2009-2010 school year, a total of 1464 students participated in the after school program at Roosevelt High School for at least one day. Participation levels are reported and compared by grade level in the next section of this report.

#### Gender and Ethnicity

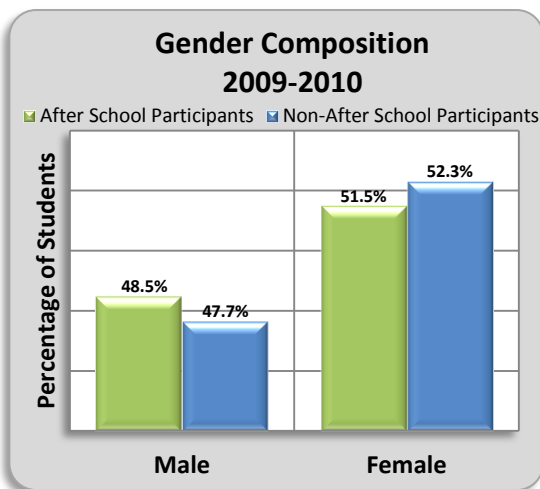


Figure 1

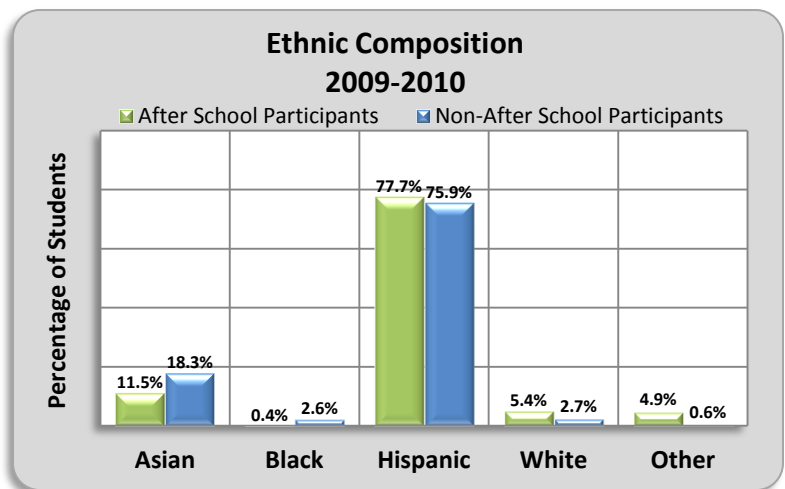


Figure 2

#### Grade Level and English Learner (EL) Status

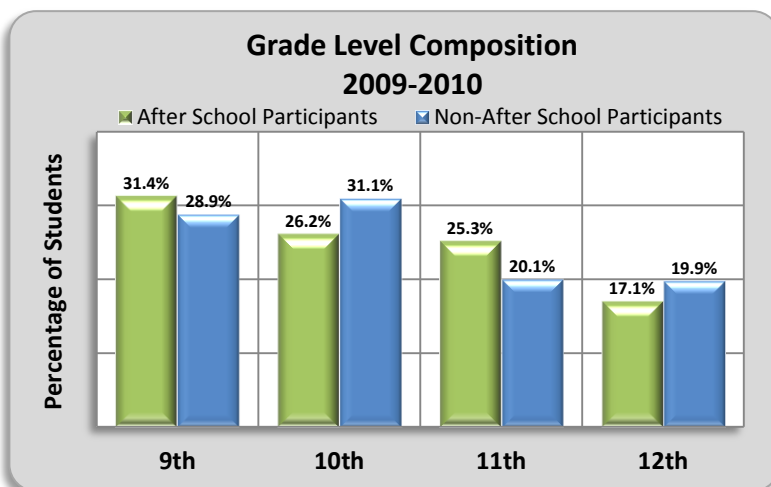


Figure 3

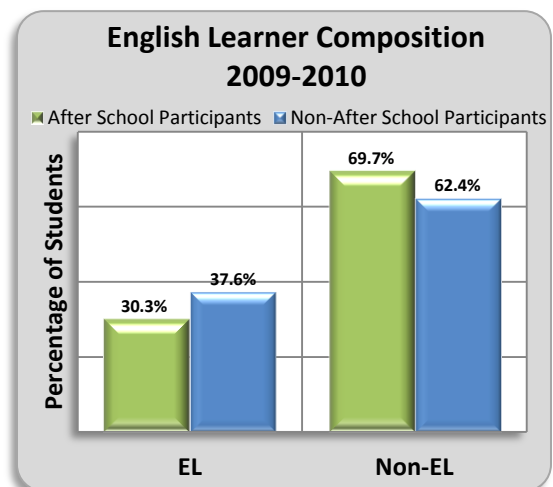


Figure 4

**Section 2: After School Program Attendance**

**Percentage of Students in Each Program Attendance Category**

Figure 5 shows the percentage of students who fell within each of five attendance categories for the after school program (1-29 days, 30-59 days, 60-89 days, 90-119 days, or 120 days or more).

At Roosevelt High School, the largest percentage of students (79.0%) attended the after school program 1-29 days.

**Number of Participants**

• 1464

**Participant Composition**

<i>Gender</i>		<i>EL Status</i>	
• Male	710	• EL	444
• Female	754	• Non-EL	1020
• Not Reported	0	• Not Reported	0
<i>Grade</i>		<i>Days Attended</i>	
• 9th	459	• 1-29:	1156
• 10th	384	• 30-59:	147
• 11th	370	• 60-89:	61
• 12th	251	• 90-119:	24
• Not Reported	0	• 120+:	76

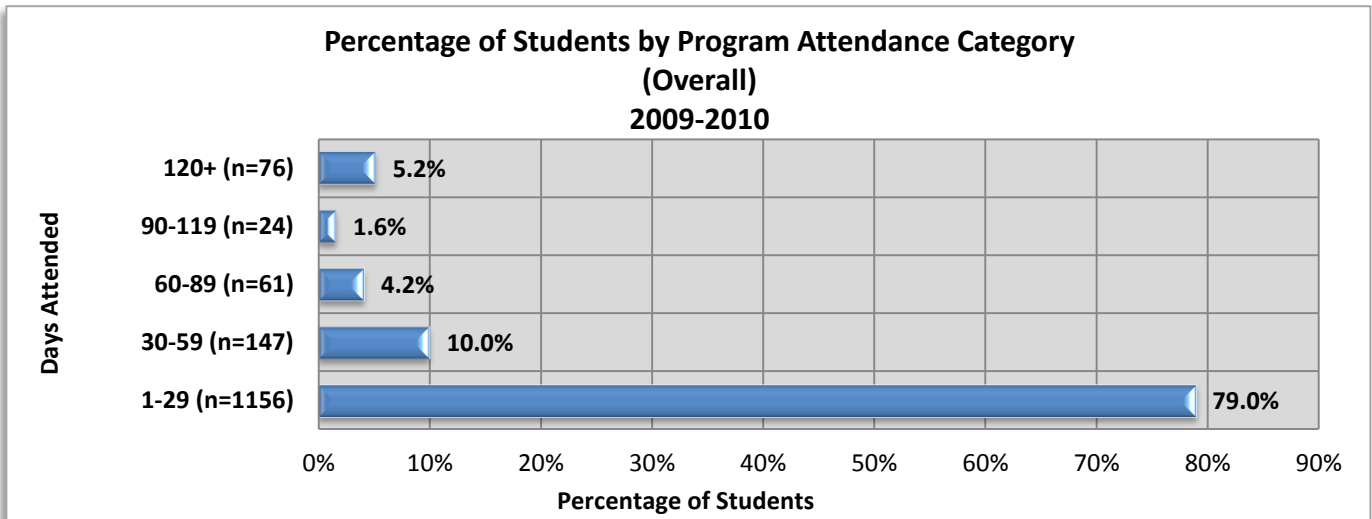


Figure 5

**Number of Days Students Attended the After School Program**

At Roosevelt High School, the average after school participant attended the program for approximately 22.2 days. The mean number of days that students attended the after school program is compared with the county mean and disaggregated by grade level in Figure 6.

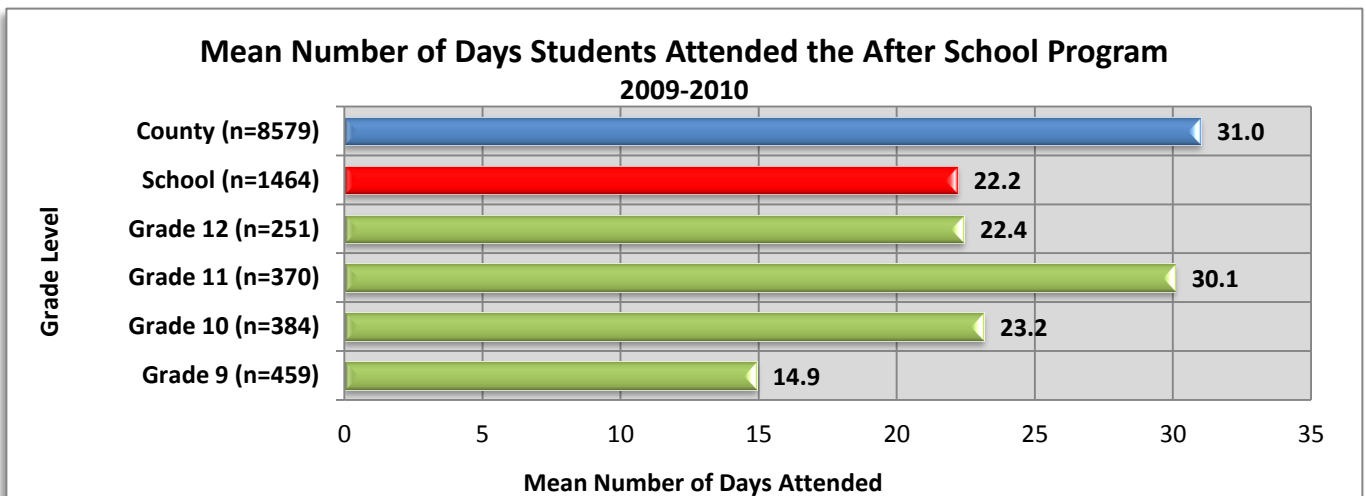


Figure 6

### Section 3: Regular School Day Attendance

#### Mean Change in Regular Day Attendance by After School Attendance Category

The line graph in Figure 7 shows the relationship between change in regular school day attendance and attending the after school program. Changes in attendance from the baseline year are shown for each of five attendance categories. Changes represent the difference (+ or -) in the mean number of regular school days after school participants attended in 2009-2010 when compared with the previous year.

The green line indicates mean changes in regular day attendance for after school participants at Roosevelt High School. Similar data is shown in blue for non-after school participants.

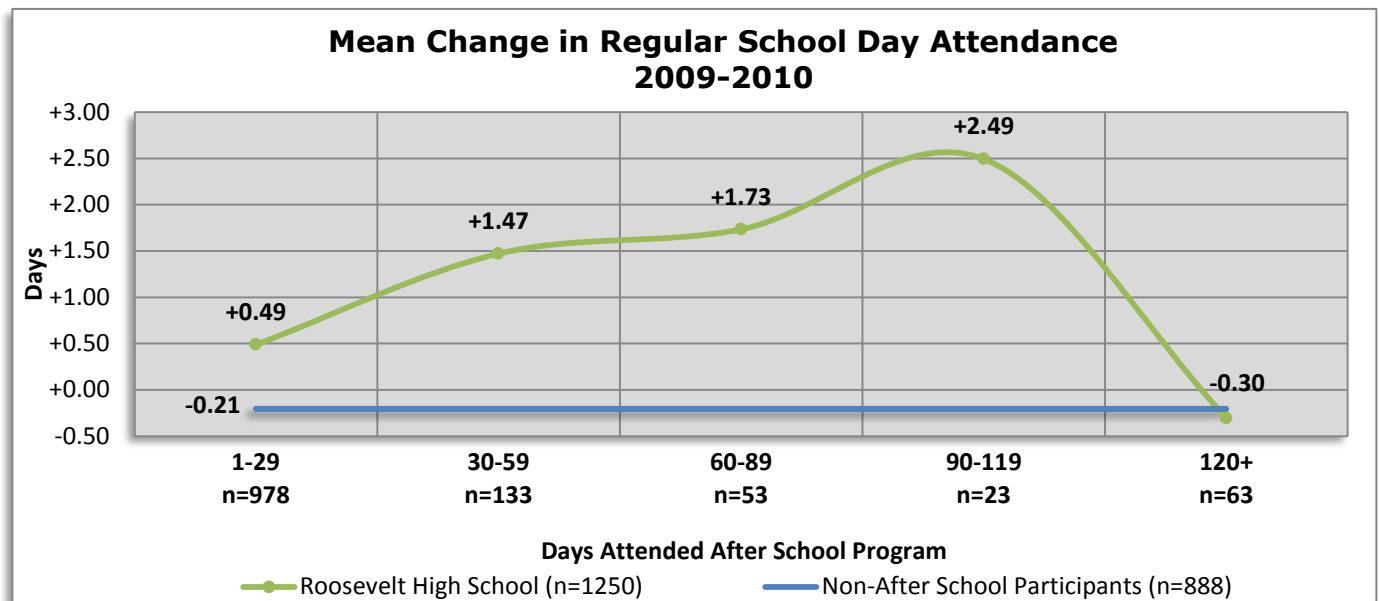


Figure 7

### Section 4: Academic Achievement

The relationship between program participation and academic achievement in English-Language Arts (ELA) and Math was analyzed using California Standards Test (CST) results from May 2010. Academic achievement was also measured using passing rates on the California High School Exit Exam (CAHSEE) as outcomes.

#### Method: CST Performance

To determine the relationship between the CST achievement and after school program attendance, students were grouped into five categories based on the number of days they attended the after school program (0 days, 1-29 days, 30-59 days, 60-89 days, 90-119 days, and 120+ days). The percentage of students scoring at the proficient and advanced level was calculated within and compared among each of the five categories.

#### CST English-Language Arts (ELA)

The green line in Figure 8 shows the relationship between performance on the ELA portion of the CST and attending the after school program. The blue line indicates the same information for non-after school participants.

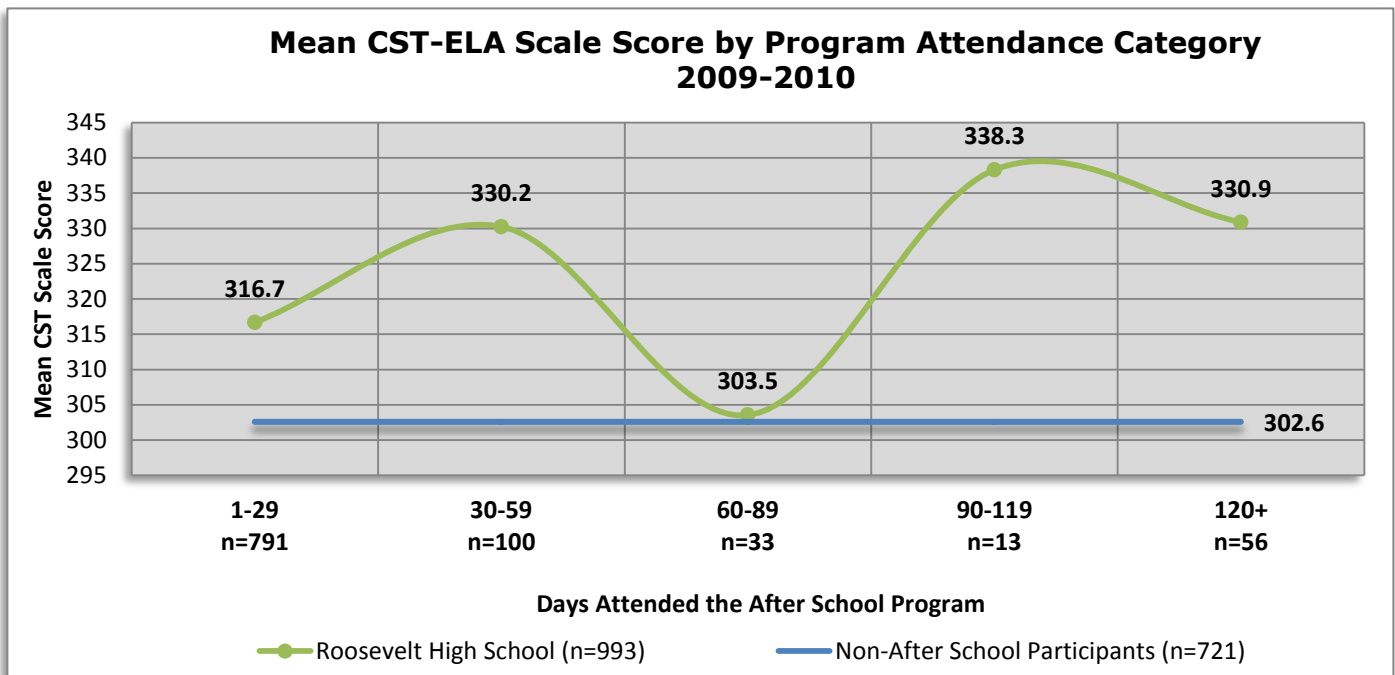


Figure 8

The bar graph in Figure 9 shows the percentage of Roosevelt High School after school participants who scored proficient or advanced on the May 2010 CST ELA portion by program attendance category. Scores were available for 993 students in grades 9-11 who took the CST.

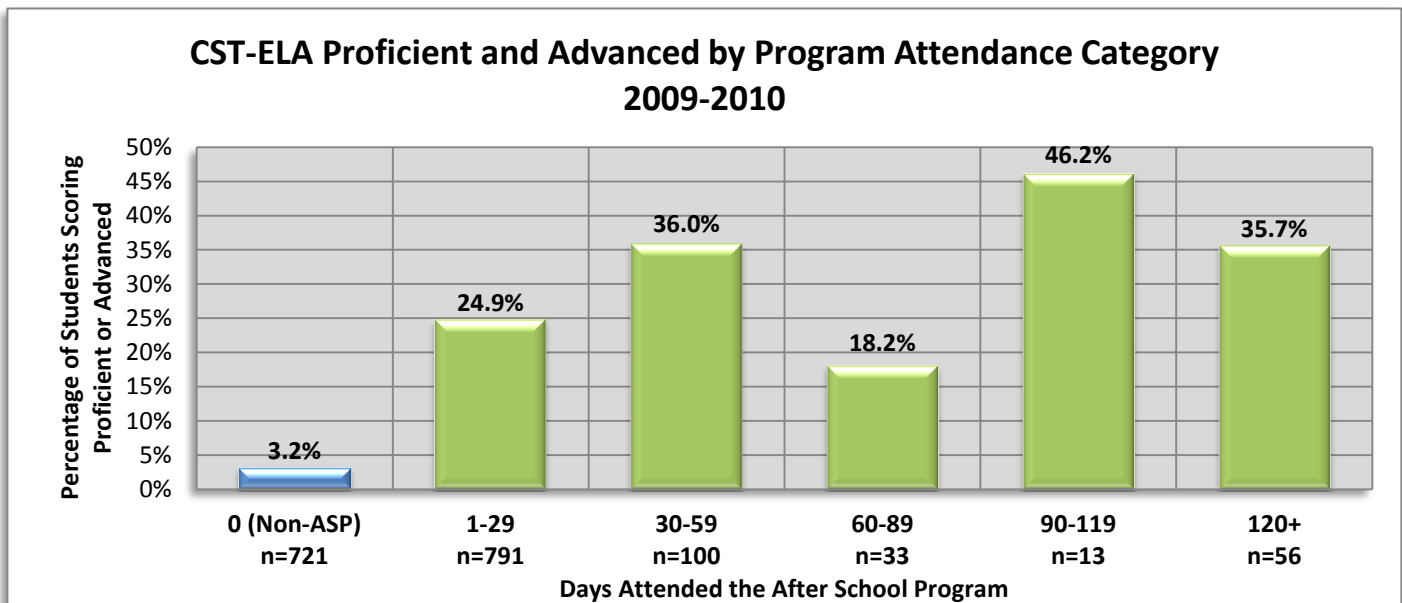


Figure 9

### CST Math

The green line in Figure 10 shows the relationship between performance on the Math portion of the CST and attending the after school program. The blue line indicates the same information for non-after school participants.

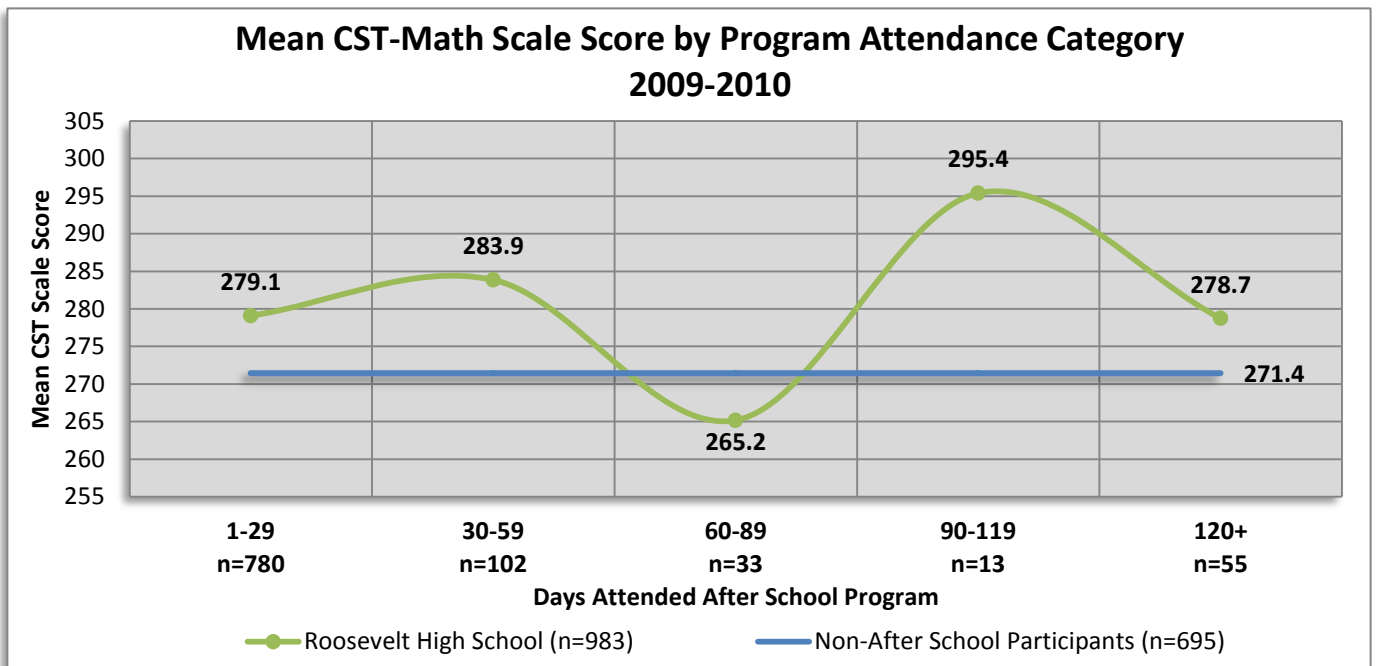


Figure 10

The bar graph in Figure 11 shows the percentage of Roosevelt High School after school participants who scored proficient or advanced on the May 2010 CST Math portion by program attendance category. Scores were available for 983 students in grades 9-11 who took the CST.

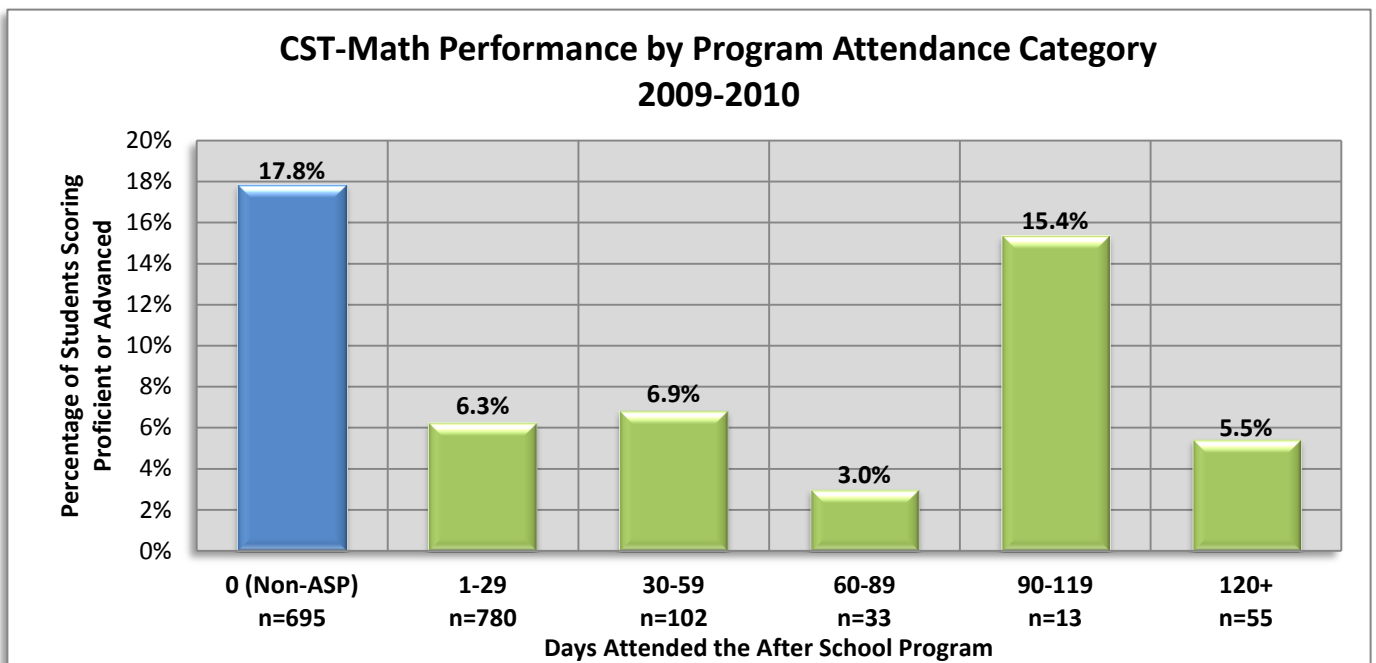


Figure 11

**Method: CAHSEE Passing Rate**

The percentages of students passing the CAHSEE in ELA and Math were compared between after school program participants and non-participants at two grade levels (10<sup>th</sup> and 11<sup>th</sup> grade)

Unduplicated passing rates were used, meaning that each student was counted as either passing or not passing the CAHSEE one time during 2009-2010 regardless of the number of actual attempts.

**CAHSEE English-Language Arts**

Figure 12 compares the passing rates of after school participants on the ELA portion of the CAHSEE with the passing rates of non-participants. It should be noted that after school participants are more likely to need assistance in passing the CAHSEE.

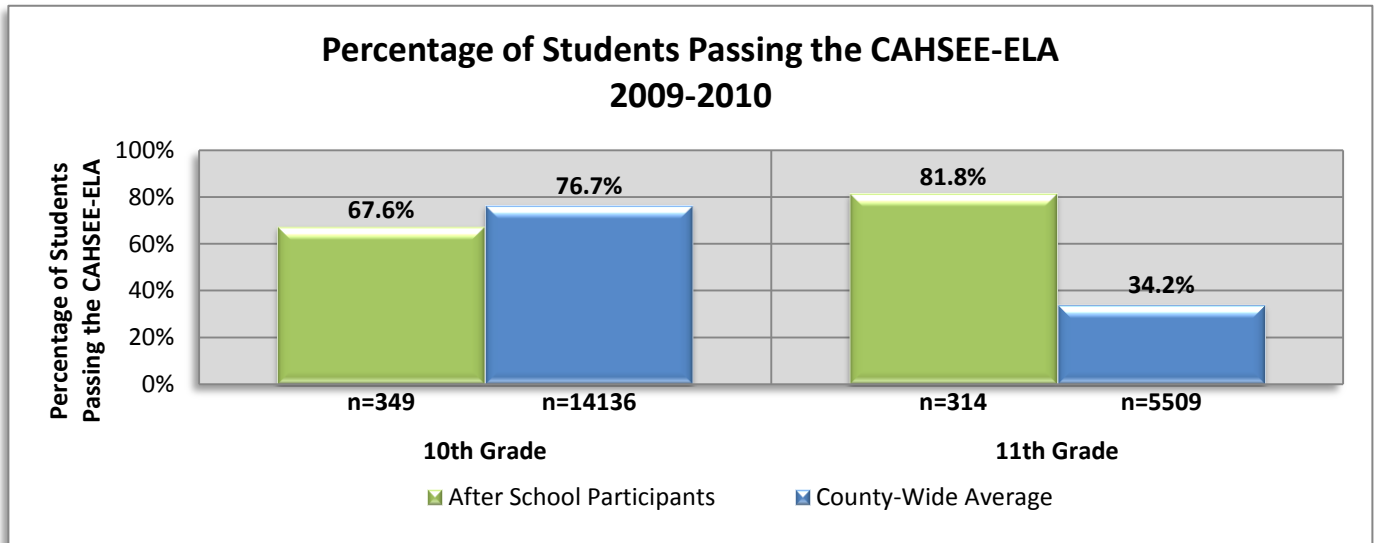


Figure 12

**CAHSEE Math**

Figure 13 compares the passing rates of after school participants on the Math portion of the CAHSEE with the passing rates of non-participants. It should be noted that after school participants are more likely to need assistance in passing the CAHSEE.

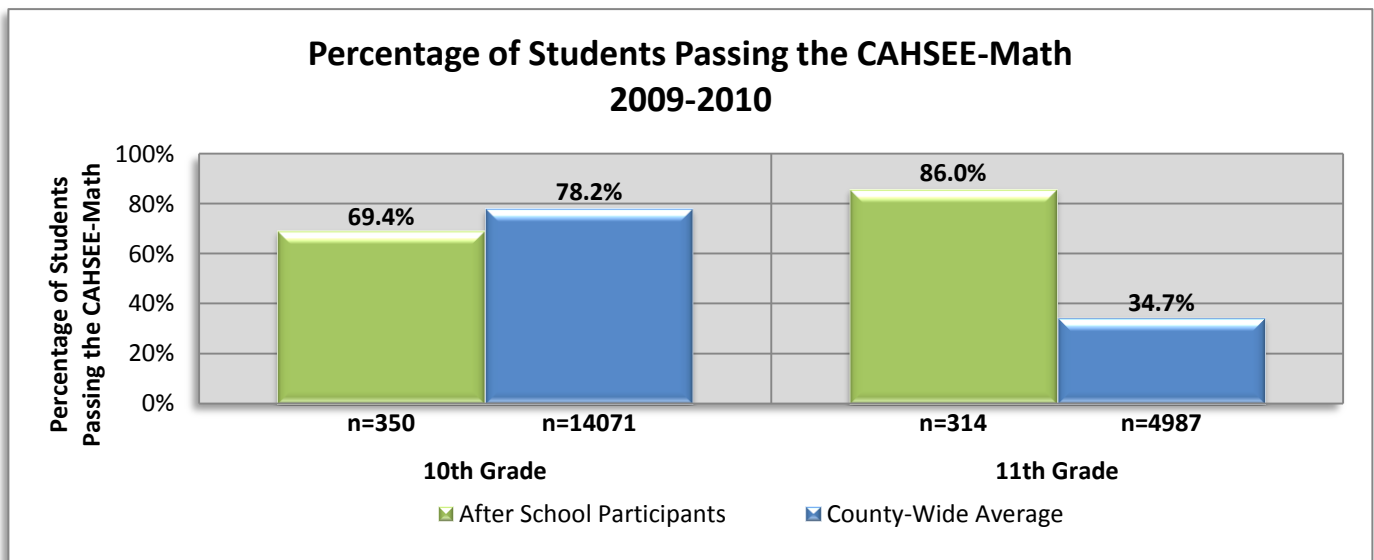


Figure 13

**Change in CST Performance Band**

Figure 14 shows the change in students' CST performance band in English-Language Arts and Math between May of 2009 and May of 2010. The column on the far left shows the number of students scoring in each performance band in May 2009. The colored columns show the performance bands attained by these same students in May 2010. Numbers in the area shaded green indicate students scoring in a higher performance band than in the previous year. Numbers in the blue shaded area indicate students scoring in the same performance band as the previous year. Numbers in the pink shaded area indicates students scoring in a lower performance band than in the previous year. Also shown are the percentages of students who decreased, maintained, or increased their performance band from the previous year. Only students for whom two years of CST data were available are included in this analysis.

*\*\* Percentages in parentheses (%) indicate the change in CST Performance Band of non-after school participants at the same school.*

 = Decreased level       = Maintained same level       = Improved level

**English-Language Arts**

2009 Performance Level	2010					% Decrease	% Maintain	% Increase
	FBB	BB	B	PRO	ADV			
FBB (n=105)	58	39	7	1	0	N/A	55.2% (45.6%)	44.8% (54.4%)
BB (n=194)	43	77	68	5	1	22.2% (35.0%)	39.7% (53.8%)	38.1% (11.2%)
B (n=354)	13	63	209	65	4	21.5% (71.1%)	59.0% (23.4%)	19.5% (5.5%)
PRO (n=185)	0	8	64	101	12	38.9% (90.1%)	54.6% (9.9%)	6.5% (0.0%)
ADV (n=67)	0	0	4	30	33	50.7% (90.9%)	49.3% (9.1%)	N/A
Overall (n=905)						24.9% (42.1%)	52.8% (40.0%)	22.3% (18.0%)

**Math**

2009 Performance Level	2010					% Decrease	% Maintain	% Increase
	FBB	BB	B	PRO	ADV			
FBB (n=131)	68	58	5	0	0	N/A	51.9% (63.6%)	48.1% (36.4%)
BB (n=347)	129	168	41	9	0	37.2% (29.1%)	48.4% (43.7%)	14.4% (27.1%)
B (n=236)	26	130	69	10	1	66.1% (31.8%)	29.2% (57.4%)	4.7% (10.8%)
PRO (n=151)	5	52	66	28	0	81.5% (35.6%)	18.5% (53.8%)	0.0% (10.6%)
ADV (n=20)	0	4	5	9	2	90.0% (43.5%)	10.0% (56.5%)	N/A
Overall (n=885)						48.1% (26.8%)	37.9% (53.7%)	14.0% (19.5%)

**Figure 14**