

Berkeley Unified School District

2020 Bonar Street
Berkeley, CA 94702

Javetta Cleveland / Neil Smith, Co-Superintendent

http://www.berkeley.net/



District Facts

	BUSD	State
% of Free or Reduced Lunch Program Part.	44%	55%
% of English Learners	14%	22%
% of Students with Special Needs	12%	10%

Ethnic Composition

	BUSD	State
% Asian	8%	9%
% Latino	22%	52%
% African American	21%	7%
% White	33%	26%
% Other or Two or More Races	16%	7%

Graduation Rate

The four-year graduation rate is new and is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for the graduating class of 2010-2011. (The state has not released 2011-2012.)

	BHS	BUSD	County	State
Hispanic / Latino	84.6%	75.0%	69.1%	70.4%
African-American	84.2%	72.9%	61.8%	62.8%
Overall	86.0%	79.8%	78.4%	76.3%

Drop-out Rate

The four-year adjusted dropout rate is the rate of students that leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the 4th year. The formula is similar to the graduation rate, but the numerator represents the number of students in the 4-year cohort that dropped out by the end of the 2010-11 school year. (note, Graduation and Drop-Out Rate do not add to 100% as there are students who continue after 4 years.)

	BHS	BUSD	County	State
Hispanic / Latino	11.5%	21.3%	21.1%	17.7%
African-American	9.6%	18.7%	26.4%	24.7%
Overall	10.2%	15.5%	14.8%	14.4%

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Figures based on 2011-2012 California Department of Education Census Data

API and AYP

The Academic Performance Index (API) is the state accountability system for California. Each district is given a score from 200 to 1000 based on a formula which includes student performance on standardized tests.

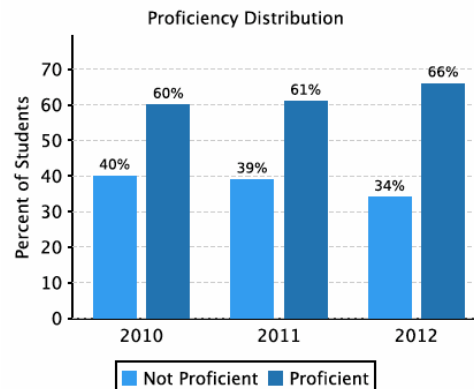
Adequate Yearly Progress (AYP) is a part of the Federal No Child Left Behind Act. It incorporates the API, student participation rates in standardized testing, graduation rates, and annual proficiency targets. The targets require a specific percentage of students to score Advanced or Proficient on state tests. Failure to meet the target results in designation as a Program Improvement (PI) school.

See Backside for Ethnic Breakdown over time on the AYP.

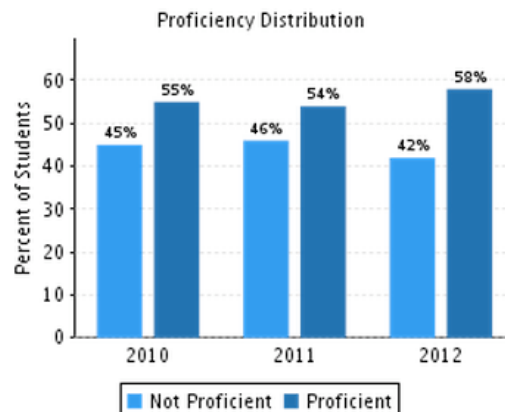
	10-11	11-12
API Score	791	810
Growth Attained From Prior Year	6	19
Met AYP	No	No
Program Improvement	Yes	Yes

The California Standards Tests (CSTs) are the state-mandated tests administered to students in grades 2 to 11 in the Spring of each year. All students are tested in the areas of English Language Arts and Math (with specialized math assessment given in grades 8-11). **District Performance for Grades 2-11 are listed below.**

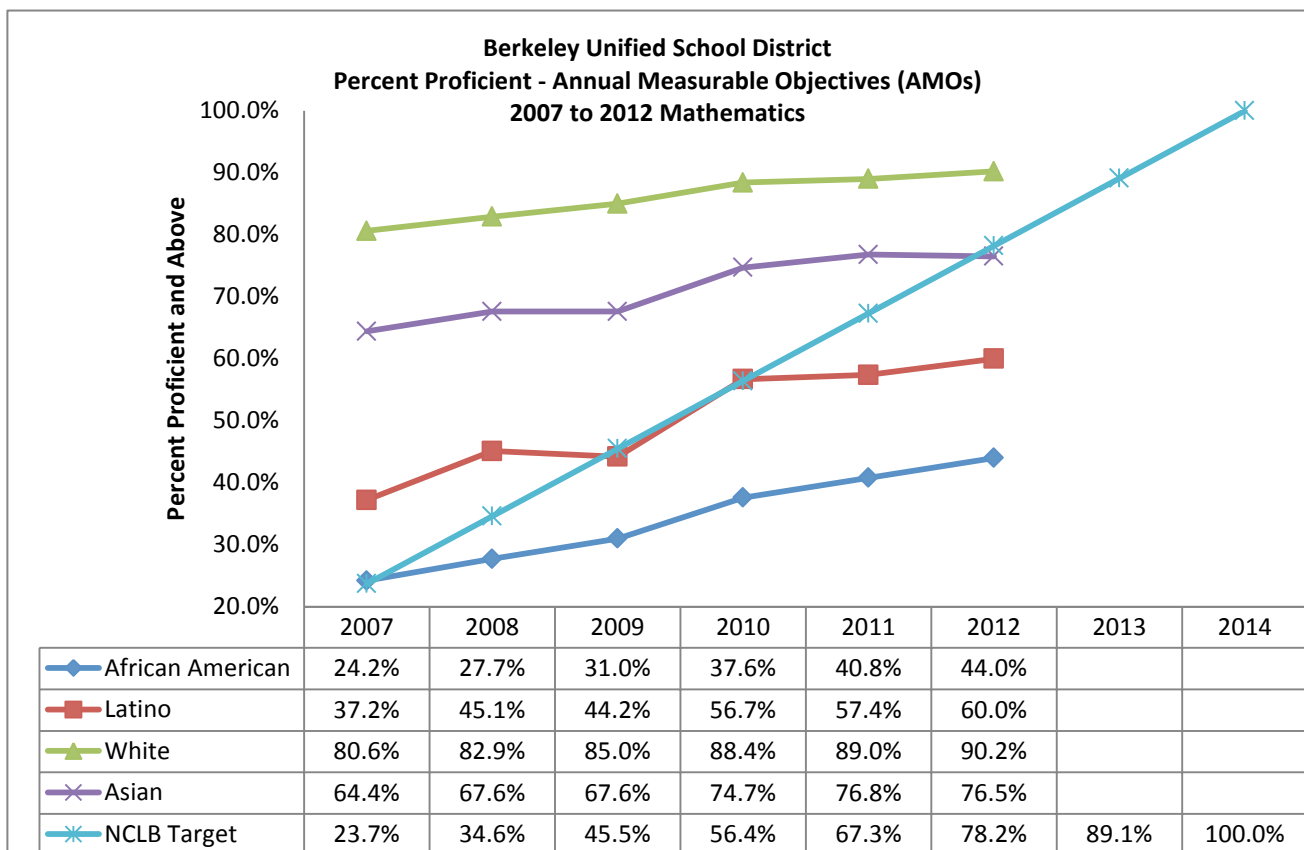
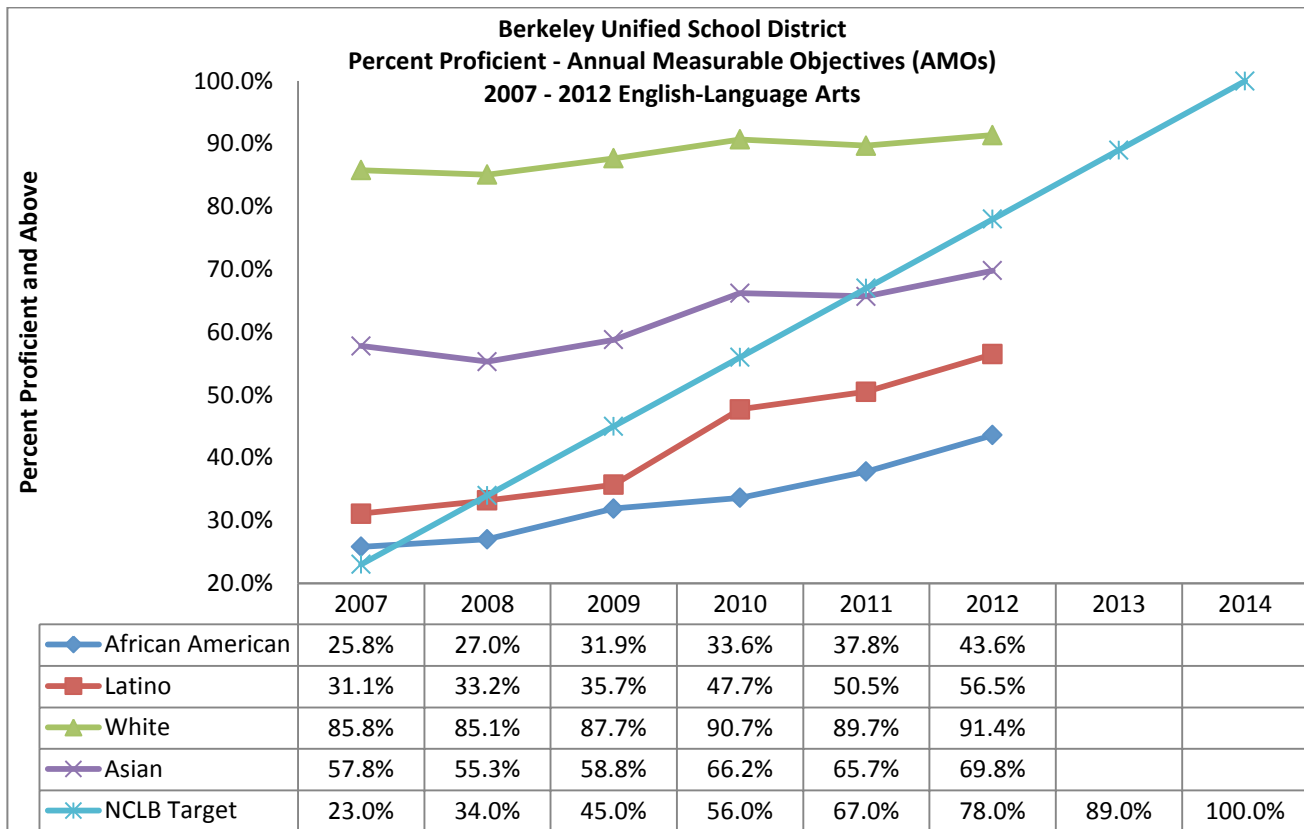
English Language Arts (Gr. 2-11)



Mathematics (Gr. 2-11)



Adequate Yearly Progress Over Time by Race / Ethnicity



NOTE: These scores represent the CST for Grades 2-8, CAHSEE for Grade 10 and California Alternative Performance Assessment (CAPA) and California Modified Assessment (CMA). They do not include students enrolled less than 12 months.