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ABSTRACT

A study examined educational attainment among Latino students in the six-county San Francisco Bay Area. California's Standardized Testing and Reporting (STAR) Program results for 1998-99 were used to assess student achievement in reading and mathematics for grades 4, 7, and 10. Data were also collected on enrollment, dropout rates, percentage of graduates that completed California State University/University of California required courses, and numbers of English language learners. The overall educational attainment of Latinos in the Bay Area was among the lowest of all ethnic groups and among the lowest in California. Forty-five percent of the Latino workforce did not possess a high school diploma. The dropout rate for Latinos was more than double that of White students. Only 26.4 percent of Latino high school graduates had completed courses required for admission to state colleges and universities. Some of the root causes of this poor performance were examined, including low expectations of Latino children, poor teacher quality, outdated high school graduation requirements, limited access to technology, low levels of Latino parent awareness of the disproportionate underachievement of Latino children, and dilapidated facilities. Recommendations focus on acceleration, rather than remediation; improved data collection and accountability; early intervention; parent involvement and training; and increased learning time. (Contains 27 references and 18 data tables and figures.) (TD)

The State of *Latino Education* in the San Francisco Bay Area

JUNE 2000

A Crisis in Student Performance

HISPANIC COMMUNITY

Our Mission

To improve the quality of life for Latinos through education, giving and leadership development.

Nuestra Misión

Mejorar la calidad de vida para los Latinos a través de la educación, el desarollo del liderazgo latino y una campaña de donaciones.

Our Vision

A healthy, vibrant Latino community whose education, prosperity and leadership contribute to the well being of society.

Nuestra Visión

Una comunidad Latina, que brilla con prosperidad, educación y liderazgo para la conveniencia de la sociedad.

Our Values

La Familia

(Family) represents the nucleus of the Latino community.

Los Niños

(Children) represent our future and are the vibrant focal point of the Latino family and community.

La Educación

(Education) helps to ensure economic prosperity, security and empowerment.

La Cultura

(Culture) is the *corazón* (heart) of the Hispanic community.

La Salud

(Health) is a key element to the well being of our society. The mental, physical and spiritual health of Hispanics is essential for a vibrant community.

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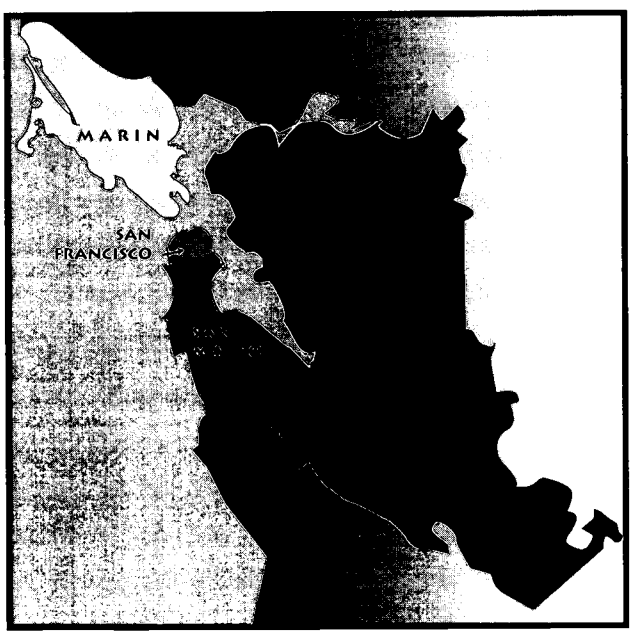
Report Prepared by Mario Chacón



Executive Summary

The San Francisco Bay Area is one of the most vibrant, rich and ethnically diverse geographic areas in the world. The majority of its students attending public schools are children of color (58%), the new "minority/majority." Of this new majority, about 20% are English Language Learners (ELL). Latinos comprise the second largest ethnic group (23%) in the Bay Area - very shortly to become the majority in Santa Clara County, followed closely by San Mateo County. These Bay Area demographics reflect statewide realities – Latino students attending K-12 public schools are almost half of the State student population.

This report assesses the critical indicators that provide a picture of the overall educational attainment and academic achievement of Latino students attending San Francisco Bay Area public schools. At the request of the **Hispanic Community** Foundation **(Foundation),** this report closely examines student achievement on State mandated standardized tests in the areas of Reading and Mathematics, and reviews other barometers such as dropout and high school completion rates, course preparation for college/university, and overall college admissions.

For purposes of this report, the term "Hispanic," or "Latino," is defined as a person who self-identifies as being part of, or descendent from, one or more of the following groups: Chicano(a), Mexican, Mexican-American, Central or South American, Cuban or Cuban-American, Puerto Rican, or of Spanish decent. In addition, data collected may include Latinos identified as such by local and state bureaucracies based solely on their Spanish surname (Adapted from Latinos and Economic Development, 1999 - California Research Bureau). It should be noted that the majority of Latino children attending Bay Area schools are of Mexican or Central American decent, regardless of place of birth or immigration status. This is also the case for the State of California.

Findings

The overall educational attainment of Latinos in the Bay Area is among the lowest of all ethnic groups and among the lowest in the State of California. The report found the large majority (well over 65%) of Latinos attending Bay Area public schools performing well below grade level academically. These dismal results are not only true in the key subjects of Reading and Mathematics, but also found across all subject areas and across all grades assessed by the State mandated tests.

In fact, Latinos are performing at practically inverted rates that are disproportionate when compared to White students attending the same public schools. Fourth grade Reading scores, for example, reveal that 72% of Latinos scored below grade level and 28% at or above, compared to 74% of White children who scored at or above grade level with only 26% below grade level. Other indicators reveal that over 85% of Latinos residing in the greater Silicon Valley are not enrolled in mathematics courses beyond Algebra, and of those who eventually manage to graduate from high school (less than 50%), only 26% are eligible for four year college/university entrance requirements due to their high school transcript.

Some of the "root causes" that have led to such dismal levels of educational performance for Latinos are considered. Those outlined are believed to have a higher impact on day-to-day opportunities and access to rich learning experiences. The report questions long held assumptions about who can and cannot learn at high levels, and the impact of low expectations on Latino children. It analyzes the tremendous impact teacher quality has on student performance and points out how students who need the best are often shortchanged by the school system. Outdated high school graduation requirements address a work standard that no longer exists. The growing and powerful impact of the "digital divide" upon Latinos and the importance of access to technology are also explained.

The "*confianza*" or trust the Latino community has in the educational system is explored in this report. It looks at the potential adverse impact of an attitude of "entrusting" children to educational bureaucracies that often blame parents, children and socio-economic levels of families for poor performance. Particularly disturbing (not formally assessed) is the generally positive attitude of Latino parents toward their children's schools regardless of student performance, and the level of unawareness amongst the Latino community about the severe and disproportionate under-achievement of the majority of Latino children at all levels of the school system.

The overall educational attainment of Latinos in the Bay Area is among the lowest of all ethnic groups and among the lowest in the State of California.

Goals and the Search for Parity- More Low Expectations

It is in the best interest of the Bay Area and the State of California to have Latino educational attainment reflect that of non-Latinos.

It is in the best interest of the Bay Area and the State of California to have Latino educational attainment reflect that of non-Latinos, particularly to close the enormous performance gap with White children. As a prominent employer anonymously reflected with this author, *"Our economic vitality demands and expects the very best prepared graduates, we need to succeed at growing our own highly developed workforce...and we are not going to lower our (employment) standards for some because they attend low performing schools or because they do well within their ethnic group...we will hire only the best."*

This report provides examples of sound educational practices that contribute to higher student performance regardless of ethnicity or socio-economic status. The report reviews several important factors including: access to high academic levels and advanced skills, early interventions, the use of data and research to inform decision making, strong parent involvement programs, adoption of challenging academic standards for all students, opportunity and time to learn, and the leverage accountability systems can have upon low performing schools.

The "Report Card" for California Public Schools was released by the California Department of Education (CDE). In it, schools are ranked on an Academic Performance Index (API) ranging from 200 (low) to 1000 (high) points. In addition, the API ranks individual schools on a scale of 1 (low) to 10 (high). Schools with low API scores have high numbers of Latinos. Also expected is the disparity in performance among ethnic groups. The API for Latinos statewide is 521 as compared to 727 for White students.

The CDE has established expected student performance targets for improvement for most ethnic/racial subgroups for each school. Very unfortunate for Latinos, however, are the low targets expected from them and from the schools they attend. Specifically, at one Bay Area high school, the target API for Latinos is only 458. Their score was 448 or 73 points below the Latino State average of 521 and 284 points below the average for White students attending the same school. Separate and substandard targets for Latino and other children of color will not only perpetuate the existing inequities, but will also severely limit any significant progress toward educational parity. For Latino students it means that many years will go by with continued low expectations before they can reach or envision any semblance of parity with their fellow White students.

Areas for Direct Support and/or Possible Advocacy

The **Hispanic Community** Foundation has identified a 12 point agenda to help alleviate the catastrophic educational levels afflicting the majority of Latino students attending public schools in the San Francisco Bay Area. The **Foundation** understands that some areas will have more of an impact on academic performance than others. Therefore, the **Foundation** plans to directly support points 1 - 8 and advocate for points 9 -12. All the areas identified are for direct support and/or advocacy, and impact the levels of educational attainment of Latino children - the **Foundation's** top priority.

1. Support parental, family and community involvement.
2. Support participation in early childhood development programs.
3. Support quality of pre-school and after school care programs.
4. Support access to health care services.
5. Support computer ownership and literacy.
6. Support school-to-career pathways aligned with economic demands.
7. Support Latino role model mentoring programs.
8. Support leadership development programs.
9. Advocate for culturally relevant services and number of service providers.
10. Advocate for the hiring and retention of the best qualified teachers.
11. Advocate for quality school facilities.
12. Advocate for an increase in per student spending for education.

This 12 point agenda begins to address the compelling nature of the crisis presented in this report. The **Hispanic Community** Foundation will launch an immediate public awareness campaign designed to provoke a broad-based dialogue on the plight of Latinos in our public schools. Secondly, we will ask all our partners in the corporate and business sector, as well as other community foundations to support the establishment of a "Bay Area Blue Ribbon Commission" to address this problem of chronic underachievement and school failure. We must bring together the finest minds available and the necessary resources to resolve this problem.

Finally, we will call upon Governor Gray Davis and local Legislators to make the state of Latino education in the Bay Area the highest priority in the educational agenda. We invite the readers of this report to join and support the **Foundation** in this effort to improve the academic achievement of Latinos.

California's future workforce is ill prepared to meet the challenges of a highly technical and complex 21st Century.

Conclusion

This report demonstrates that California's future workforce is ill prepared to meet the challenges of a highly technical and complex 21st Century. The necessity to intervene aggressively and immediately is essential. A well-educated citizenry is fundamental for our democracy to survive.

Purpose

This report is designed to guide the Board of Trustees and staff of the **Hispanic Community** Foundation with the establishment of guidelines, priorities and strategies to support the academic improvement of Latino children at all stages of their educational development. This report also serves as a Bay Area wide study of the status of the educational attainment among Latino school age children. It describes some of the root causes that seem to contribute to the poor performance of Latinos in schools and shares some of the promising educational practices that will most likely result in improved academic performance by Latino children.

Most importantly, this report is intended to provide the reader with a compelling case that the lack of educational success of Latino children in San Francisco Bay Area schools may likely result in denied opportunities and adversely affect their future learning and options in the workforce. The data presented in this report will hopefully build a compelling case that the current status of educational attainment of Latinos needs to change and demands immediate attention.

"Socioeconomic factors

never have

and never will

preclude

high achievement

- for groups or individual children"

- Mike Schmoker

Methodology

Standardized tests provide a snapshot of how well students are learning; when test results are disaggregated by race and other variables, they reveal which groups of students are not being served well by the school system. These tests, however, do not provide information as to why students fail.

California's Standardized Testing and Reporting Program (STAR) results were used for purposes of this report to assess student achievement. STAR is the only consistent student performance data available that is disaggregated by ethnicity for grade levels two through eleven for all schools in the State. The STAR assessment system uses the SAT-9 form "T" (Stanford Achievement Test) to measure student academic achievement in Reading, Mathematics, Language, Spelling, Science and Social Science. It is the only comprehensive assessment required by the State of California which all students must take. All other assessments (Golden State Exams, SATs, Advanced Placement, etc.) are optional and taken only by selected students.

Successful achievement in Reading and Mathematics is considered to be fundamental in order to increase the likelihood of success in other academic subject areas. For this reason, this report focuses on these two areas of student performance. STAR assesses grades two through eleven in all areas, except spelling, which is not assessed at the high school level. This report focuses on results for the 4th, 7th, and 10th grades. This scanning of test results - looking at every third grade level - 2 3 **4** 5 6 **7** 8 9 **10** 11 - allows for a good understanding of student performance in reading and mathematics at the elementary, middle and high school levels.

Scoring at the 50th percentile on the STAR test is considered as an indicator of "grade level" or average performance; meaning that a student who performs at the 50th NPR (National Percentile Rank) is considered to have an acceptable, although basic, understanding of the subject area measured. A student who performs at the 65th percentile, for example, means that 35% of students who also took the test scored at the same level or better. This report analyzes the percentage of students who took the exam and scored at or above the 50th percentile level, or at or above "grade level." The data included makes a comparison of the percent of Latino students who scored at or above "grade level" and compares it to the percentage of White-Not Hispanic students who also took the same test.

Data used in this report was collected from the six Bay Area counties - Alameda, Contra Costa, Marin, San Francisco, San Mateo and Santa Clara. The actual STAR "subgroup" reports are found in the appendix and they are listed by county and by subgroup category. The "% Scoring At or Above 50th NPR" in Reading and Mathematics in grades 4, 7, and 10 are aggregated for review. Chart 8, for example, reflects a compilation of all the scores from the six counties, grades 4, 7 and 10 and summarizes each individual county's results.

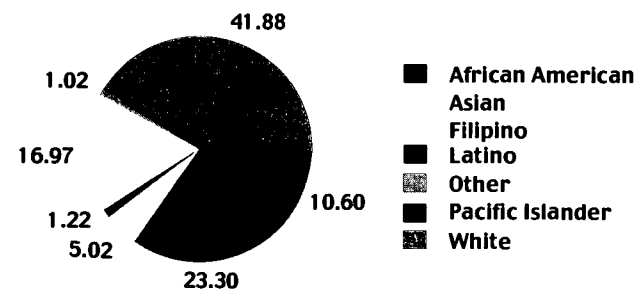
Other data collected includes enrollment, dropout rates, percentage of graduates that completed CSU/UC required courses, and numbers of English Language Learners (ELL). This data provides the reader with additional information about factors which impact the educational success of Latino children; it also provides other areas of educational attainment.

Latinos in the San Francisco Bay Area

Among the six counties that surround the San Francisco Bay - Alameda, Contra Costa, Marin, San Francisco, San Mateo and Santa Clara, we find one of the world's most vibrant and richest economies. We find a multiethnic population actively participating in Pacific Rim trade, high technology workplaces and attending world-class universities. We also see people of enormous wealth as well as struggling immigrants who have come in search of a better life. In this setting, 118 school districts with multiracial student populations make every effort to prepare a diverse student body for the world of work and life in a 21st Century democratic society.

The majority of students attending Bay Area public schools are children of color or non-white. Chart 1 shows that Latino students constitute the second largest ethnic group in Bay Area schools.

CHART 1:
Ethnic Breakdown of Student Population in San Francisco Bay Area 1998 - 1999



Approximately 23% of Bay Area Students are Latino.

In addition, enrollment of children of color now exceeds that of European-Americans in four out of the six Bay Area counties (Alameda, San Francisco, San Mateo and Santa Clara). This reality of shifting demographics in student population is also reflected in State-wide enrollment of pupils of color, now over 62% of California's student population. The four largest student ethnic groups in the State are Latino (41.3%), White (38.7%), African American (8.7%) and Asian (8.1%). Given projections based on Latino enrollments at the elementary schools, it is projected that by 2010 one half of all students attending public schools in California will be Latino. Chart 2 provides a county-by-county breakdown of the student population.

CHART 2:
Demographics of Bay Area Student Population

County	Asian	Pacific Islander	Filipino	Latino	African American	White	Other
Alameda	16.00	1.30	4.70	21.80	21.10	33.50	1.60
Contra Costa	8.20	0.70	3.50	18.90	13.00	55.10	0.80
Marin	5.50	0.60	0.30	14.00	3.90	74.60	1.10
San Francisco	41.70	0.60	7.10	21.40	16.30	12.20	0.70
San Mateo	9.90	3.40	9.20	31.00	5.40	39.90	1.20
Santa Clara	20.50	0.70	5.30	32.70	3.90	36.00	0.90
Total Bay Area	16.97	1.22	5.02	23.30	10.60	41.88	1.02
State	8.1	0.6	2.4	41.3	8.7	37.8	0.3

41% of students in California are Latino.

English Language Learners

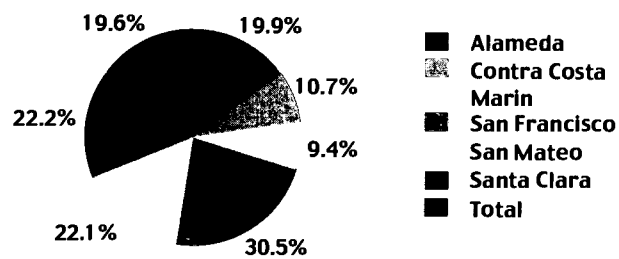
California schools have the highest concentration of English Language Learners (ELL) in the country - over 1.4 million (24%) students out of a total pupil enrollment of 5.7 million. There are more ELL students in California than the combined total student population of 30 other states. The San Francisco Bay Area's ELL school population is no different, with the counties of San Francisco, San Mateo and Santa Clara having the highest concentration; refer to Charts 3 and 4.

CHART 3:
Percentage of English Language Learners In San Francisco Bay Area

County	ELL Spanish Speaking	Total No. of ELL	Total Student Enrollment	Percentage
Alameda	22,700	42,481	214,000	19.9%
Contra Costa	11,714	16,517	154,000	10.7%
Marin	2,180	2,698	28,700	9.4%
San Francisco	7,049	18,991	62,267	30.5%
San Mateo	15,371	20,528	92,900	22.1%
Santa Clara	33,510	56,226	253,367	22.2%
Total	92.524	157,441	805,234	19.6%

Note: This chart shows that 59% of ELL in the Bay Area are Spanish Speaking. 19% of the Bay Area's total enrollments are ELL.

CHART 4:
Percentage of English Language Learners in San Francisco Bay Area 1998 - 1999



More than 22% of students in Santa Clara are English Language Learners.

Well over 17% of the students attending schools in the Bay Area region speak primarily a language other than English.

Chart 5, indicates the four major languages spoken by ELL students in the Bay region: Spanish, Cantonese, Vietnamese and Pilipino. In addition to these, there are over 65 additional languages spoken in Bay Area schools. Spanish, however, is the home language spoken by the majority of students (63% of ELL) as well as in the State (82%). Four counties have the largest concentration of Spanish speaking ELL students: Santa Clara (33,510), Alameda (22,600), San Mateo (15,371), and San Francisco (7,049). It should be noted that in San Francisco, Cantonese (6,748) is increasing in numbers and soon will surpass Spanish as the primary home language of ELL pupils. Los Angeles County has the largest number of Spanish speaking ELL in California with one half million.

CHART 5:
Language Spoken by English Language Learners (ELL)
In San Francisco Bay Area
1998 - 1999

County	Spanish	Cantonese	Vietnamese	Pilipino	All Other
Alameda	53.3	10.5	6.7	4.3	25.2
Contra Costa	70.9	1.6	2.8	4.1	20.6
Marin	80.8	0.9	3.7	0.5	14.1
San Francisco	37.7	35.5	3.2	4.5	19.1
San Mateo	74.9	3.2	0.4	4.5	17.0
Santa Clara	59.6	2.4	15.5	4.2	18.3
Total Bay Area Average	62.9	9.0	5.4	3.7	19.1
State	81.9	1.8	2.9	1.3	12.1

More than 80% of ELL learners in Marin County speak Spanish.

Over 65 languages other than English are spoken in the six Bay Area counties in addition to Spanish, Cantonese, Vietnamese and Pilipino, for a combined total of 19.1%.

Overall Educational Attainment and Academic Achievement of Latino Students

Latinos in the San Francisco Bay Area have among the lowest levels of educational attainment as measured by high school and college graduation rates. Education, or lack thereof, is one of the principal factors that determines a person's earnings, work and professional opportunities, and overall quality of life.

An Education Gap

A recent study conducted by the California Research Bureau (CRB) depicts the tremendous impact an uneducated Latino workforce has on the economy of California. The report outlines the grim reality that 45% of the Latino workforce does not possess a high school diploma and of the 4.4 million Latino workers, only 41% have graduated from high school. In today's highly technical and competitive economy, Latinos are not attending college nor earning bachelor's degrees or higher compared to others in the State. Other studies indicate that over 85% of Latinos residing in the greater Silicon Valley (portions of Alameda, Santa Clara and San Mateo counties) are not enrolled in Mathematics courses beyond algebra. At the national level, a recent study conducted by the Education Trust reveals how Latino 12th graders read and do math at the same levels as White 8th graders. In addition, it validates that Latino students are less likely to be enrolled in college preparatory classes and have only a 67% high school completion rate. The study further outlines how, for every 100 Latino children entering kindergarten, only 61 graduate from high school, 31 complete some college, and fewer than 10 obtain a bachelor's degree.

45% of the Latino workforce does not possess a high school diploma.

A Workforce Gap:

Joint Venture Silicon Valley conducted a study about the workforce gap that places at risk the economic health of the region. Its findings could be safely applied to the rest of the Bay Area:

> *The workforce shortage is an increasingly critical impediment to the growth of high-tech companies in Silicon Valley and threatens the economic vitality of the region. The Workforce Study found that the current workforce gap is 31 to 37 percent of the high-tech industry demand in Silicon Valley. The study results also demonstrate that Silicon Valley students, the future pipeline of skilled labor, lack a familiarity and interest in high-tech careers and are therefore not building the skills required for these job opportunities. The study determined that the incremental cost of the workforce gap to the high-tech industry is approximately $3-4 billion annually. It is critical to rally Silicon Valley resources around actions that ensure the development and full utilization of its regional 'homegrown' talent..."*

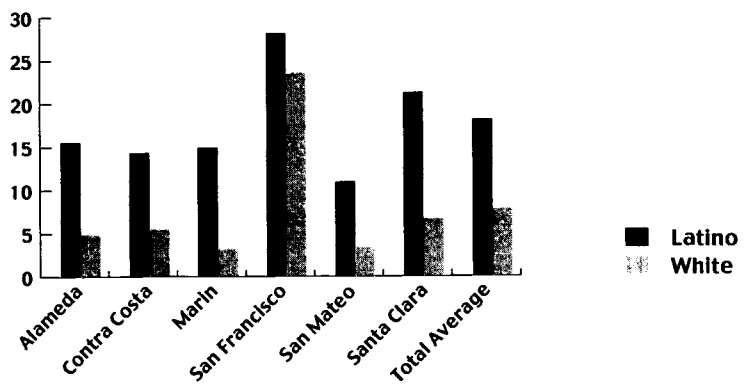
Latinos currently attending Bay Area schools, and soon to become the largest ethnic group, will be highly impacted by the dramatic changes taking place in today's workforce - one that is rapidly demanding high levels of academic preparation and technical skills.

Dropout and High School Graduation Rates

The California Department of Education (CDE) reports the average Dropout Rate for California at 11.7%. Because current data collection procedures and difficulties associated with collecting quality graduation rates and dropout data, according to the CDE, the figures available do not allow for an accurate student-by-student count for dropouts. Accordingly, dropout rates and graduation rates don't match. The average High School Graduation Rate for the State is reported to be 68.5%. White students have a higher graduation rate estimated at above 85%. For Latinos, however, the figure is significantly lower and it is estimated to be 48%.[1]

It should be noted that the CDE distinguishes between "high school graduation" and "high school completion." The latter meaning that many students complete high school "requirements" by other means such as GED, the Military, Adult Education, High School challenge exams, programs in "locked-up" facilities, etc. Currently the CDE does not have disaggregated data, by race or other variables, relating to graduation. The CDE is now developing such a system. Chart 6 shows Dropout Rates in Bay Area counties. The data indicates the dropout rate for Latinos at 18.5%, as compared to White students who have a dropout rate of 7.6%.

CHART 6:
Comparison of Dropout Rate in San Francisco Bay Area
Latino vs. White-Non Hispanic
1997-1998



17% of Latino students dropped out in Alameda County.

Note: The state reports an average dropout rate of 11.7%. These figures however do not include students who enrolled in adult education and then dropped out prior to high school completion, and students who attended school through twelve grade and failed to graduate. The state department does not have accurate race or other variables. It is estimated that when these other factors are considered the Latino dropout rate exceeds 45%. Dropout rate figures for San Francisco County are artificially high due to different data collecting practices.

1. California Research Bureau Latinos and Economic Development in California, 1999

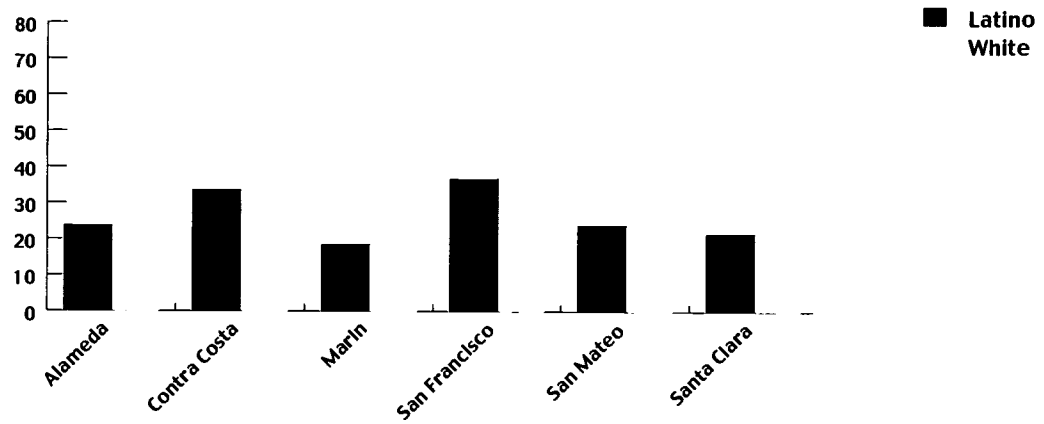
Preparation for College and/or University

Another indicator of educational attainment is determined by the number of students who meet the requirements necessary for admission to the CSU/UC (CA State University /University of CA) systems of higher education. Latino high school students, given their large numbers attending Bay Area high schools, are disproportionately underrepresented when it comes to having the required course work for admission to 4-year State Colleges and Universities. Chart 7 shows the existing disparity between Latino and White pupils. Only 26.4% of Latino students who graduate from Bay Area high schools have completed the necessary requirements as compared to 50.35% of White students.

CHART 7:

Comparison of Latino vs. White Bay Area Students Completing Required Course Work for CSU/UC

1998-1999



21.7% of Santa Clara County Latino high school graduates completed required courses for CSU/UC.

Academic Performance

When it comes to academic performance on state required assessments (STAR), Latinos perform at the lowest levels, in most grade levels and in most subject areas assessed. A severe gap exists in the performance of Latino pupils when compared to the White-Not Hispanic, student population.

Chart 8, a review of 4th grade reading scores of Bay Area schools, reveals that only 28% of Latino children are scoring at or above "grade level." This means that 72% of Latino children are scoring below the 50th percentile. Compared to the 74% of White children scoring at or above "grade level," the performance of Latino and White children is practically inverted. These disproportionate results in performance continue at the 7th (Latino 31% above, White 74% above "grade level") and 10th grades (Latino 21% above, White 60% above "grade level").

CHART 8:

Star Results: A Comparison of Latino and White Non-Hispanic Students Scoring at or Above the 50th Percentile or "Grade Level"

	Reading			Mathematics		
County	4th Grade	7th Grade	10th Grade	4th grade	7th Grade	10th Grade
Alameda						
Latino	30	31	21	31	32	33
White	69	70	56	65	67	65
Contra Costa						
Latino	29	29	21	29	26	31
White	70	71	58	67	67	67
Marin						
Latino	30	36	27	31	40	26
White	84	84	66	79	83	73
San Francisco						
Latino	23	32	22	26	27	30
White	72	73	65	65	71	69
San Mateo						
Latino	28	29	19	28	32	31
White	74	74	58	68	70	65
Santa Clara						
Latino	27	29	18	29	29	31
White	74	74	58	71	72	67
Average						
Latino	28	31	21	29	31	30
White	74	74	60	69	72	68

26% of Latino students in Contra Costa scored at or above the 50th percentile or grade level in 7th grade Mathematics.

A review of mathematics scores shows similar results. The scores of Latinos when compared to White children are virtually inverted. At the 4th grade only 29% of Latino children scored at or above "grade level," meaning that 71% scored below. The results for White children at the same grade indicate that 69% of them scored at or above the 50th percentile or "grade level." Results for middle (7th Latino 31% above, White 72% at or above "grade level") and high school grades (10th Latino 30% above, White 68% at or above the 50th percentile) demonstrate similar gaps in performance.

Root Causes that Contribute to the Low Educational Attainment of Latino Students

The "root causes" that lead toward the low educational attainment levels of Latino children are many and complex. Listed below are just a few that most likely impact the day-to-day learning opportunities and access to a rigorous educational program. Access to, and success in, academic experiences that will most likely result in higher levels of achievement are limited for Latino pupils.

Erroneous Assumptions About Who Can Learn

There are many "root causes" attributed to lower educational attainment of Latino children. Fundamental beliefs about the learning potential of certain ethnic and socioeconomic groups held by many educators are thought to magnify and exacerbate the problem. Many in the education bureaucracy still believe that Latinos and other children of color are not capable of achieving high levels of success in a rigorous academic setting. This belief is perceived to significantly contribute to low performance of Latino children in California's schools. Comments that are still heard in the chambers of school offices and at some teacher meetings include... "they are not college material," or remarks such as "you can't expect those kids to pass that exam and achieve at that level of rigor" and "you should not make those kids read aloud in class because they might be embarrassed."

Studies conducted over the past 25 years reveal that school effectiveness is what promotes high achievement. They denote that with "the right in-class interventions, traditionally low achievers can significantly out-achieve their high socioeconomic counterparts."[1] Another study concluded that in reading, "school interventions were about six times more important than background."[2] For written math and writing, the difference is tenfold. In spite of the magnitude of research indicating just the opposite, the notion that socioeconomic factors determine a student's level of achievement goes unquestioned and often guides and limits learning opportunities for Latino children.

"Despite mythology to the contrary, it is neither poverty or single-family homes nor lack of 'cultural sensitivity' that causes low achievement... it is horribly prepared teachers, pathetically low level curriculum, and no standards."

- Kati Haycock

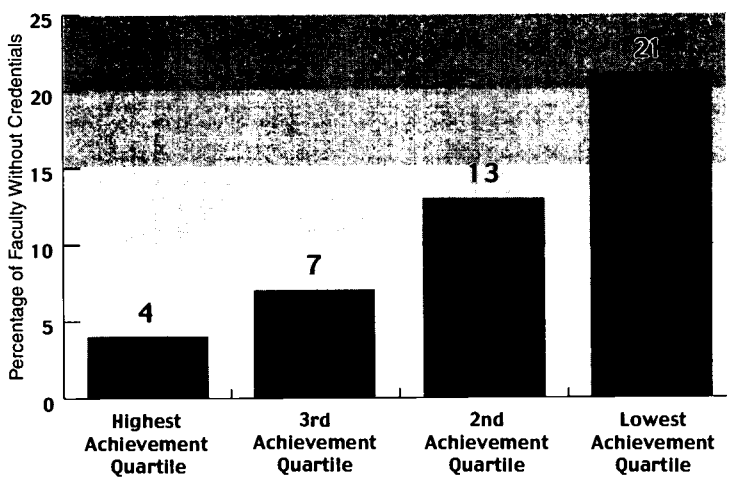
1. Joyce, Wolf, Calhoun, Steele, 1992, 1993.
2. Mortimore and Sammons, 1987.

Teacher Quality

Studies about teacher qualifications recently conducted at the State (*SRI International, Menlo Park*) and National (*Education Trust, Washington, DC*) levels validate what parents and school staffs have known for years - students perform significantly better when taught by well qualified teachers. Teachers who know their subject area well and know how to facilitate student learning, have a dramatic positive impact on the academic achievement of children, particularly upon those who have previously performed at low levels. Students assigned to effective teachers made huge academic gains (60th percentile to 80th), while the exact opposite was true for students assigned to less qualified teachers; in which case, academic achievement actually regressed (66th percentile to 27th) over a period of two years. In addition to these grim statistics, is the fact that Latinos and other children of color, are more likely to be taught by teachers with less preparation, success and experience, than teachers who teach white children.

An article in *Education Week* entitled "Quality Crisis Seen in California's Teaching Ranks", estimates that more than 20% of students in the State attend schools with "so many unqualified teachers as to make those schools dysfunctional." Chart 9 graphs show how the uneven distribution of well-prepared teachers shows in students' STAR achievement scores in 3rd grade reading.

CHART 9:
Teacher Qualifications and Achievements



An analysis of 3rd grade reading scores shows that California schools where children are still struggling to master that skill have, on average, five times as many underqualified teachers as high achieving schools.

Source: Education Week, December 8, 1999

Unfortunately, it is estimated that most Latino students attend low performing schools in disproportionately high numbers. Schools where Latino children attend are also more likely to have the highest number of temporary teachers, teachers teaching outside their credential authorization, and teachers hired with "emergency" credentials or none at all. Compounding this problem, many Latino children are sometimes instructed by classroom aides, particularly ELL students, whose teachers often feel overwhelmed by the challenges associated with teaching poor and language "minority" children and use aides to ease the burden.

Low Expectations of Some and the Lack of High Standards for All

Most high schools in California, as well as in the Bay Area, have different curriculum and educational experiences for different student groups. Within a particular school, one can basically find two pathways. One for those students deemed to have the ability or innate intelligence to attend college, and one for the group of students for whom obtaining a high school diploma by completing the basic requirements for graduation is all that is expected.

Most Latinos are not enrolled in mathematics courses beyond algebra and are less likely to be enrolled in college preparatory classes.

The existence of often separate and unequal dual systems and expectations is believed to also contribute to Latinos not pursuing higher levels of education and not meeting employer expectations of a highly technical job market. As stated earlier in this report, most Latinos are not enrolled in mathematics courses beyond algebra and are less likely to be enrolled in college preparatory classes. In addition, Latinos take SAT exams in disproportionately fewer numbers, attend school at lower rates than their peers, and have lower aspirations for attending college (55% of Latinos vs. 68% for Whites and 72% for Asians). These conditions can be validated as the norm by the education establishment and many Latino parents.

California schools are just beginning to put in place consistent and higher standards and accountability systems for all students. However, most schools are still in the planning and/or in early stages of implementation. The lack of common academic standards – **what we want students to know and be able to do, and how well** (accountability measures) – has resulted in a disparity as to what is taught and to whom. Different students are taught different things with varying degrees of rigor. Latino students are generally enrolled in low level and more often than not, less rigorous course work.

The Value of Learning with a Purpose and Connection

Many students often complain that "school is boring," particularly at secondary levels. There is a sense that what is being learned in school is not relevant to students' daily lives. How knowledge is acquired - instructional methods - also contributes to a feeling expressed by students of disconnection and de-personalized learning. The purpose of schooling appears removed from the realities and challenges that surround them. Students also confess that they do not "work very hard" and that they "coast" through school. A well known national educator perhaps described it best... *"if an extra-terrestrial spent a few days at a typical American High School, and then had to report back to the 'mother ship' what was observed, s/he would say that a school is a place where young people go to watch old people work."* - (Phil Schlechty).

Latino students are no different from most – they too feel a sense of disconnection. However, because of limited exposure to worldly possibilities and a poor understanding of the value of a good education, Latinos tend to abandon school in higher numbers and tend to have a narrower view of future possibilities than many of their other school counterparts. The possible absence of outside adult expectations and professional adult role models, also contributes to this reality.

The "Digital Divide" Limiting Work Access and Opportunities for Latinos

The "digital divide" is a rapidly emerging phenomena having a major impact on access to learning and the educational attainment of Latino children. It is already being acknowledged as a major limitation to the learning and preparation of the Latino youth because it further contributes to the gap between the need for a highly skilled labor force and insufficiently trained young workers. While hundreds of new jobs are being invented in Silicon Valley, Latinos, believed to be the most impacted group, lack the training, preparation and access to become beneficiaries of such an economic boom and are limited to lower-end, minimum wage jobs.

Latino households own significantly fewer numbers of personal computers as compared to White middle class homes, a lack of availability to necessary hardware and software that disproportionately limits Latino families. This means that Latino students must travel outside of their own home to places such as community centers, public libraries, and after school programs where computers are available but not always readily accessible. Access to the necessary tools for meaningful engagement in the internet, world wide web networking, distance learning, CD Roms, school enhancing software, e-mail, etc., is critical to acquire the life long learning skills necessary for today's job market.

"The Digital Divide is the measurable and widening gap between different communities in terms of access to technology and the internet, educational achievement, and employment opportunities."

- Joint Venture Silicon Valley

Latino Parent Involvement in Their Child's Schooling

Latino parents, as do the vast majority of parents, want the best for their children. For the most part, they understand the value of a good education, know the results of a lack of one, and work hard to ensure a better future for their children. Latino parents, however, tend to be less involved than other parents in the educational development of their children. This apparent disengagement may be, in part, due to culturally held values and personal experiences, and in part to a lack of reference or knowledge of how the system works.

Many Latino parents do not understand a school or district's hierarchy, nor do they have the skills needed to successfully advocate for their children. To make matters worse, a significant number of Latino parents have not mastered the English language at levels needed for effective communication with school representatives. In some cases, Latino parents live in geographically and linguistically isolated communities (Eastside San José, Alviso, Redwood City, East Palo Alto, central Hayward, and San Rafael) which makes it even harder to hear and thus learn English at a faster rate. Because most teachers and administrators do not speak Spanish, Latino parents are usually referred to school employees with less leverage or power to help deal with concerns, usually community liaisons, clerks, or instructional aides. On the other hand, White parents and other English-speaking parents tend to know the system and have more direct access to the principal, central office administrators, and members of the Board of Trustees.

Many Latino parents do not understand a school or district's hierarchy.

Latino parents, whether new immigrants or native to California, tend to have "*confianza*" or trust in the school, particularly in their children's teachers. They generally believe that the school knows what is best. There is also a sense of respect for the teaching profession and often an attitude or practice of "entrusting" their children to the school system. It is rare when a Latino parent actively confronts a teacher, even less a school official, about their child's performance. More often than not, parents tend to place responsibility on their child before blaming the school.

The general "trust" and non-questioning practice by Latino parents of schools sometimes adversely impacts their children's school experience. Most principals and teachers respond to parental pressure, and most educational bureaucracies are responsive to meeting the needs of those parents who monitor and demand what they believe they are entitled to – the very best possible for their children.

Dilapidated School Facilities and Old Learning Environments:

The overall campus environment in which children learn can impact day-to-day achievement. School pride and community morale are important by-products of a clean and well-maintained school campus.

Needs assessments have shown that the majority of Latino students in California public schools attend mostly old building structures and/or dilapidated inner-city schools. Some of the school structures range in age from 50 to 70 years old. Many of the older school buildings were also designed for much smaller student populations, with reduced classroom spaces, limited resources for technology, or for an educational era long gone by. Other buildings with heavy Latino attendance are found in the aging urban outskirts and suburbs. Most of these schools were constructed in the 1950's and early 1960's and are in dire need of repair and/or heavy maintenance. Infrastructure needs: school roofs, ceilings, bathrooms, hallways, drinking fountains, locker-rooms, floors, window structures, etc., overwhelm budgets that then do not allow for enrichments or upgrades of science labs, libraries and computer labs.

Best Practices that Get Results

In spite of the grim picture the prior sections may describe, there are many examples of communities, schools and districts that have overcome the challenges faced. Schools and districts in California, Kentucky, South Carolina, Texas, New York and many other places have managed to significantly improve student academic performance of poor and ethnic "minority" children and bring them to the highest performance levels in their respective states. Listed below are some of the best practices found in schools where Latino children perform at significantly better rates.

Accelerate Don't Remediate: Focusing on Advanced Skills and Raising Expectations

"All blaming has stopped, we have stopped blaming kids, blaming each other, and specially blaming the parents. Now instead, we have a culture of evidence - we ask, 'What shall we do? Where is the data?' "

- Moises Tello, BASRC Annual Report, 1999

A major concern has been the limited access children from low-income backgrounds, particularly children of color, have had to high quality instruction. Successful schools are concentrating more closely on advanced skills - capacity to reason mathematically, to read with full comprehension or to compose well written texts - and are focusing more on in-depth, meaningful and relevant curriculum and instructional strategies. "Less is more" is the motto at some schools.

Maintaining the same pace of learning, and teaching the same material over and over again has resulted in the same or worse performance. In order to narrow that academic gap, more essential learning must take place and more opportunities given for this to occur. Effective schools "accelerate" low performing students into high level courses and into a rigorous curriculum that is taught in new ways and with special emphasis and attention to actual student mastery of skills, not just coverage of material.

Effective schools ensure that academic goals are not a mystery to staff, parents, and more importantly, that they are not a mystery to students. Schools make sure that all students really master the academic subjects in the core curriculum and are able to apply their learning to the complex world in which they now live and in which they will have to work. In addition, a rigorous body of knowledge (content standards) is expected to be learned by all students and mastered at high levels of performance. Educational equity then is redefined not as just access to curriculum, but rather as success. Schools do whatever it takes to ensure high academic performance and success for all children.

Data Collection and Accountability Measures, End the Blame

Adults responsible for student learning must reflect on a regular basis upon the intent of their work and the results of that intent. Those responsible for the facilitation of learning in effective schools are clear on their learning objectives, know what results are desired, and know to what degree educational goals were met and why. This regular reflective practice about how well children are doing, usually contributes to improved student performance. Effective schools are usually organized in ways that allow classroom teachers to consider how they are shaping student achievement and to look for alternatives to what they are doing. Teachers must be empowered to create solutions themselves given the data at hand and the blaming of others must stop.

More and more schools are collecting student performance and behavioral data to inform decision-making. The data collected is often disaggregated by race and other variables to monitor progress of all students. In many cases, this purposeful attention to and analysis of results, reveal valuable information about the performance of Latino students and other groups that can be used to develop new interventions.

Promising practices related to accountability are taking place at the State level as well. California's Governor Gray Davis has placed in motion a series of accountability measures that will eventually benefit the educational attainment of Latino children. These reforms have increased the expected performance of all children and are forcing school systems to redesign their curriculum and instruction to meet the new academic demands. In addition, the State is making public student's performance results on STAR and is holding low performing schools responsible to make significant improvements or face external intervention. Passage of an approved high school exit examination will also be required for graduation by 2004.

The first Academic Performance Index (API), considered the cornerstone of California's new Public Schools Accountability Act (1999), was released by the California Department of Education (CDE) in January 2000. It is a report card on the academic performance of public schools based on the 1999 results of the STAR testing program which uses Stanford 9, form T, norm-referenced test. The API allocates schools with scores ranging from 200 to 1000 points, based on a formula, with 800 being the lowest acceptable score. In addition, it also ranks schools on a 1-10 scale with 1 being the lowest.

The State average API for Latinos was 521 as compared to Whites average API of 727.

A quick glance at the scores in two Bay Area counties, San Mateo and Santa Clara, confirmed low academic performance of Latinos. The State average API for Latinos was 521 as compared to Whites average API of 727. As expected, and previously reviewed in this report, the largest number of Latinos attended the lowest performing schools. There were, however, some exceptions to this trend. Santa Clara County reported at least two schools with large Latino populations where the Latino API scores were significantly higher, by 200 points, as compared to the Latino State average of 521. According to a *San Jose Mercury News* article, the exception schools reported effective educational practices in place, including well trained teachers, use of data to inform decisions, focus on academics, longer instructional day, and high expectations of all students. Poverty and other low socio-economic factors associated with the schools did not hinder the higher achievement.

Response by school officials to API results, although somewhat defensive, expressed concern and attention to the new accountability measure. Some seemed to question the validity and importance by indicating that test scores didn't tell the whole story or by suggesting that the tests were flawed because they were not aligned with adopted standards. It should be noted that higher performing schools or districts didn't have the same reaction, nor was the validity or importance of the test questioned concerning the results of White students who significantly outperformed Latinos in all subject areas.

In effective schools, the best and most qualified teachers teach the students with the greatest academic needs.

Although difficult to do and uncomfortable for school personnel, a complete release of student performance information by every school, disaggregated by ethnicity, would be useful for decision making, particularly for the Latino community who has been traditionally sheltered from detailed results of Latino student performance. Questions about the severe performance disparity among students attending the same school with the same staff would likely generate constructive discussions about practices that may contribute to such huge inequities. For example, graduation requirements remain minimal and do not expect all students to successfully complete courses such as geometry and other higher level math and science. Such low expectations highly impact Latinos as we enter the 21st Century in the heart of the world's most advanced technological society.

New measures of accountability and higher academic expectations will require schools to find new ways to reach those who have been left behind in the past; they will also require the development of additional support systems to ensure the success of all students. Complementary support programs such as after school academic tutoring, pre-school attendance, acceleration in summer school, Saturday Academic Acceleration School, parent information and training, and test taking strategies, will be necessary to support Latino children in a new reality of increased educational expectations and demands.

Early Interventions

Parental involvement is recognized as a critical factor in the success of children in school.

Many interventions will be necessary to accelerate Latino educational attainment. As described earlier, the most critical will have to take place at the school, in the classroom, where students spend most of their day, and where the trained professionals can do their work. Improvement interventions must also start as early as possible. Research indicates that access to preschool learning opportunities and elementary school success have more of an effect than any other factor on improving success rates at the high school level. What and how is taught to Latino children, and by whom, at the early stages of their educational development impacts the Latino children's educational future opportunities to learn.

Parental Involvement and Training

Parental involvement is recognized as a critical factor in the success of children in school. For the purpose of this report, parental involvement is not exclusive to spending time helping children with schoolwork and/or participating in the PTA or volunteering in classrooms. Parental involvement is defined as having the knowledge base and skill set to support and advocate for children's educational interests and rights. Yet, Latino parents do not necessarily possess these essential tools. Too often language and cultural barriers inhibit Latino parents from having a strong voice in their child's academic career.

Select schools are taking steps to work with and assist Latino parents. Those with quality programs and outreach efforts take into account family patterns, value what parents bring, and communicate with them on a regular basis in a language parents can understand - free of educational lingo - whether in English or in Spanish. Administrators and teachers occasionally "walk the neighborhood" to obtain a better understanding of what would most likely work in the improvement of communication, respect and understanding.

Successful parent training practices result in the empowerment of parents enabling them to diligently monitor their student's academic progress. Successful parent education programs produce parents who know how to advocate for their children's interest. They result in parents being able to ask critical questions of teachers about their child's progress, parents who have the necessary skills, knowledge and confidence to engage a school's principal in finding solutions to concerns, and parents who know where to go when school personnel produced unsatisfactory results.

There are many effective Latino parent education projects around the country, among them: the UCLA's Parent Project, The Los Angeles Institute for Quality Education (LAPIQE), Parents as Learning Partners (PLP) in Long Beach, Empowering Families Through Literacy and Escuela Bolivia in Arlington, Virginia, and MALDEF's Parent/School Partnership Program: Designing Parent Leadership Programs For School Improvement, Texas. Many other programs are also found in the Bay Area such as "Cada Cabeza Es Un Mundo," and The Parent's Academy (SFUSD), both in San Francisco.

Opportunity to Learn, Time to Learn

Latino students tend to perform at higher educational levels when they are given the opportunity to access higher level curriculum and challenging experiences. When all 9th grade students in New York City Schools were expected to take the Regents Science Exam, the number of Latinos passing the exam skyrocketed from 2,009 to 8,794. Similar performance gains were made by Latinos in the Algebra Exam as well.

Latino students tend to perform at higher educational levels when they are given the opportunity to access higher level curriculum and challenging experiences.

Another critical element in advancing Latino achievement has to do with the time spent on a particular subject. Latinos tend to perform at higher levels in schools where more learning time is provided to master the essential core academic subjects - English (reading and writing), Mathematics, Science, and Social Science. Schools in El Paso, Houston, New York, and others in the Bay Area, have increased the learning time to improve performance. In one Bay Area high school students only attend for 4½ hours a day, the equivalent of 20 less days per year compared to other high schools. This school has a Latino enrollment of 58%, yet Latino performance is among the worst in the State with an API of only 448 and a school ranking of only 3 on a scale of 1-10.

Conclusion

One can only conclude after reviewing this report that the level of educational attainment for Latino children attending San Francisco Bay Area public schools is an absolute travesty. The poor academic performance of Latinos, at all grade levels in all subject areas, is a matter of urgency that demands immediate, aggressive and successful intervention. Results of state required standardized tests (STAR), the low numbers of Latinos prepared for college or university admission, the disproportionately high numbers of Latino children who abandon school, the low graduation and high school completion rates, and many other indicators, present a bleak picture for the future of the second largest ethnic group - soon to become the majority of the State.

California's future workforce will be ill prepared to meet the challenges of a highly technical and complex 21st Century. The necessity to intervene cannot go unheeded. The overall health of the economy is placed in jeopardy; and perhaps of greatest consequence, a large number of undereducated and ill-prepared citizens will lack the knowledge, skills, resources and values to sustain the principles needed to meaningfully participate in a democratic and free society.

The choice is ours: *Do we have the knowledge to do the job? Do we believe it can be done? Do we have the moral fortitude and courage to act?*

We have the knowledge to do it; we have seen that it can be done. The consequences are dire. The opportunity is before us.

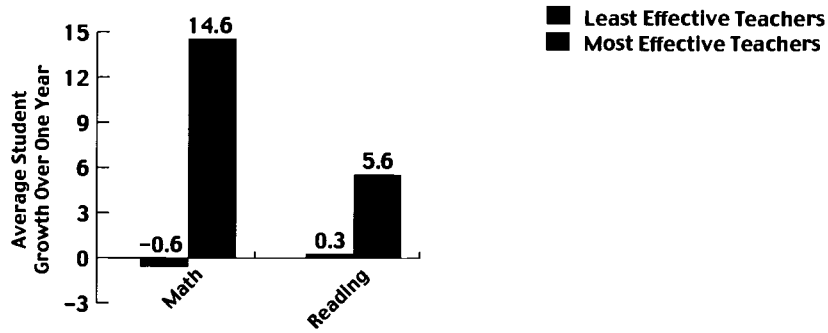
Because of the compelling nature of these findings, the **Foundation** will initiate the establishment of a "Blue Ribbon Commission on the Education of Latino Students." The task of this commission will be to review the existing data, identify solutions, and recommend immediate action to correct this educational travesty. We will ask our community, corporate and business partners to join us and insist that the Governor and Legislators make the academic achievement of Latinos a priority. We believe this is nothing short of an emergency and we must respond accordingly.

Appendix

1. Boston Students with Effective Teachers Showed Greater Gains in Reading and Math
2. New York City 9th Graders Passing Regents Science
3. African American and Latino 10th Graders Less Likely to be Enrolled in a College Preparatory Track
4. "Hispanic Latino" STAR 1999 results for each of the six Bay Area Counties studied. Results include all grades and subject areas tested.

CHART 1:

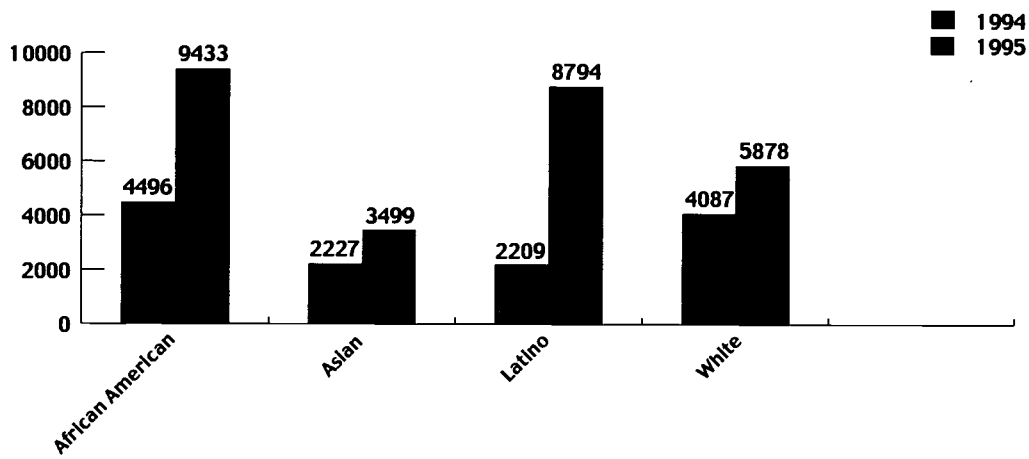
Boston Students with Effective Teachers Showed Greater Gains in Reading and Math



Source: Boston Public Schools, "High School Restructuring", March 9, 1998.

CHART 2:

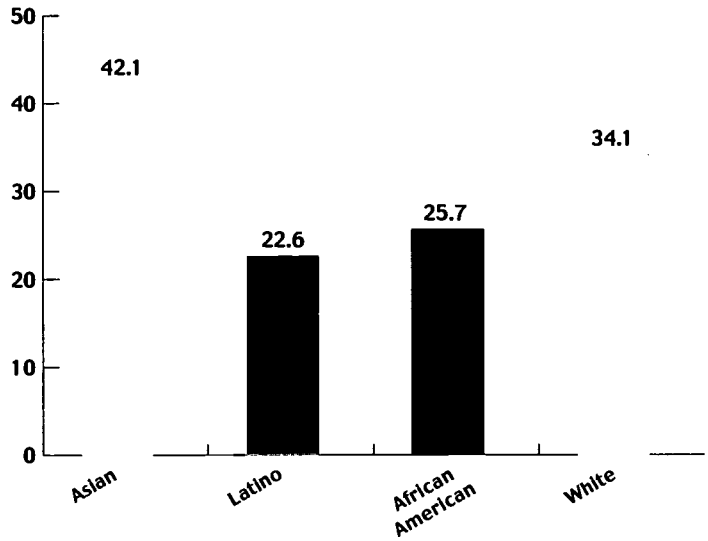
New York City 9th Graders Passing Regents Science



Source: New York City Chancellor's Office

CHART 3:

African American and Latino 10th Graders
Less Likely to be Enrolled in a College Preparatory Track



Source: US Department of Education, National Center for Educational Statistics, National Education Longitudinal Study of 1998, "First Follow-Up Student Study."

STAR State Summary Report for Ethnicity-1 Hispanic Latino
Spring 1999 Alameda County

	Grades									
	2	3	4	5	6	7	8	9	10	11
Reading No.Tested	N= 2543	N= 2804	N= 2663	N= 2908	N= 2802	N= 2653	N= 2526	N= 2636	N= 2123	N= 1662
% Scoring Above 75th NPR	14	10	11	12	12	11	09	06	07	07
% Scoring At or Above 50th NPR	36	31	30	30	31	31	32	21	21	22
% Scoring Above 25th NPR	61	59	57	55	59	57	63	49	44	51
Mean Scaled Score	568.6	595.9	618.8	634.7	648.2	660.5	675.6	674.8	680.7	686.8
Mathematics No.Tested	N= 2759	N= 2874	N= 2773	N= 2962	N= 2864	N= 2660	N= 2522	N= 2611	N= 2076	N= 1611
% Scoring Above 75th NPR	17	13	12	10	15	11	10	13	10	12
% Scoring At or Above 50th NPR	39	36	31	30	36	32	29	36	32	32
% Scoring Above 25th NPR	65	62	58	55	60	59	56	67	62	57
Mean Scaled Score	562.8	587.1	607.3	630.2	646.9	659.1	666.4	679.7	688.0	689.6
Language No.Tested	N= 2680	N= 2806	N= 2706	N= 2884	N= 2825	N= 2599	N= 2519	N= 2500	N= 1994	N= 1567
% Scoring Above 75th NPR	18	12	12	15	18	19	13	11	09	10
% Scoring At or Above 50th NPR	38	34	37	38	39	39	36	38	29	34
% Scoring Above 25th NPR	58	61	64	62	63	61	61	65	50	62
Mean Scaled Score	577.6	593.8	614.8	627.9	638.0	647.4	653.0	661.6	662.4	671.2
Spelling No.Tested	N= 2714	N= 2872	N= 2773	N= 2975	N= 2892	N= 2689	N= 2579	N=0	N=0	N=0
% Scoring Above 75th NPR	11	11	11	12	12	13	07			
% Scoring At or Above 50th NPR	35	32	27	30	28	31	22			
% Scoring Above 25th NPR	63	65	52	56	55	58	47			
Mean Scaled Score	556.6	588.0	604.8	622.6	634.0	646.0	659.3			
Science No.Tested	N=0	N=0	N=55	N=26	N=48	N=19	N=214	N= 2582	N= 2032	N= 1596
% Scoring Above 75th NPR			02	15	10	05	15	06	10	10
% Scoring At or Above 50th NPR			20	38	42	05	46	28	34	28
% Scoring Above 25th NPR			42	65	71	37	72	68	60	59
Mean Scaled Score			594.8	633.5	639.5	623.5	664.0	664.0	669.1	672.8
Social Science No.Tested	N= 0	N= 0	N= 43	N= 22	N= 46	N= 16	N= 180	N= 2546	N= 2024	N= 1565
% Scoring Above 75th NPR			05	27	07	00	07	07	10	22
% Scoring At or Above 50th NPR			30	50	37	13	43	35	27	50
% Scoring Above 25th NPR			44	86	76	44	67	67	53	71
Mean Scaled Score			574.8	614.9	619.9	611.1	637.1	643.5	646.1	660.0

1. NPR stands for National Percentile Rank.
2. The National Percentile Rank is based on the mean NCE score for each group.
3. ** Scores not available or number of students tested is 10 or less.
4. Mean scaled scores for groups in counties, districts, or schools whose student scores are based on mixed numbers of days of instruction should not be used to compare the performance of one school, district, or county with another.

STAR State Summary Report for Ethnicity-1 Hispanic Latino
Spring 1999 Contra Costa County

	Grades									
	2	3	4	5	6	7	8	9	10	11
Reading No.Tested	N= 2254	N= 2282	N= 2020	N= 2009	N= 1910	N= 1860	N= 1817	N= 1732	N= 1420	N= 1131
% Scoring Above 75th NPR	10	09	11	10	11	10	09	07	07	09
% Scoring At or Above 50th NPR	29	28	29	28	28	29	30	23	21	23
% Scoring Above 25th NPR	54	52	53	54	54	55	59	45	44	48
Mean Scaled Score	561.4	589.7	615.6	632.5	644.6	658.7	672.6	672.0	678.0	684.8
Mathematics No.Tested	N= 2400	N= 2336	N= 2096	N= 2046	N= 1942	N= 1894	N= 1811	N= 1756	N= 1448	N= 1136
% Scoring Above 75th NPR	13	11	12	10	13	09	09	12	09	14
% Scoring At or Above 50th NPR	32	30	29	29	31	26	28	33	31	32
% Scoring Above 25th NPR	56	56	53	52	54	54	53	62	59	58
Mean Scaled Score	554.0	580.8	604.3	627.7	641.8	654.9	664.6	677.2	684.8	690.6
Language No.Tested	N= 2356	N= 2306	N= 2078	N= 2038	N= 1890	N= 1854	N= 1793	N= 1725	N= 1433	N= 1128
% Scoring Above 75th NPR	15	10	11	15	15	18	12	13	08	10
% Scoring At or Above 50th NPR	33	29	35	36	35	36	32	36	26	35
% Scoring Above 25th NPR	52	54	59	58	57	58	58	58	45	55
Mean Scaled Score	572.2	588.7	611.7	625.7	632.7	644.8	650.1	658.3	657.2	667.9
Spelling No.Tested	N= 2397	N= 2341	N= 2126	N= 2056	N= 1944	N= 1900	N= 1848	N= 0	N= 0	N= 0
% Scoring Above 75th NPR	10	10	11	12	12	13	08			
% Scoring At or Above 50th NPR	30	28	27	31	29	32	23			
% Scoring Above 25th NPR	56	60	50	54	52	57	47			
Mean Scaled Score	548.6	583.6	602.7	621.5	631.9	645.5	659.0			
Science No.Tested	N= 0	N= 9	N= 199	N= 218	N= 256	N= 198	N= 218	N= 1769	N= 1461	N= 1141
% Scoring Above 75th NPR		**	04	06	14	18	17	07	09	13
% Scoring At or Above 50th NPR		**	15	22	37	43	50	27	30	29
% Scoring Above 25th NPR		**	41	48	62	71	72	62	58	55
Mean Scaled Score		*****	598.0	620.1	636.1	652.0	663.7	661.6	667.4	672.2
Social Science No.Tested	N= 0	N= 9	N= 220	N= 196	N= 267	N= 199	N=212	N= 1750	N= 1446	N= 1133
% Scoring Above 75th NPR		**	07	08	10	14	15	09	09	23
% Scoring At or Above 50th NPR		**	22	30	37	31	42	33	26	46
% Scoring Above 25th NPR		**	45	65	59	64	65	64	51	65
Mean Scaled Score		*****	580.0	601.6	615.3	627.9	640.3	642.4	644.9	658.0

1. NPR stands for National Percentile Rank.
2. The National Percentile Rank is based on the mean NCE score for each group.
3. ** Scores not available or number of students tested is 10 or less.
4. Mean scaled scores for groups in counties, districts, or schools whose student scores are based on mixed numbers of days of instruction should not be used to compare the performance of one school, district, or county with another.

STAR State Summary Report for Ethnicity-1 Hispanic Latino
Spring 1999 Marin County

	Grades									
	2	3	4	5	6	7	8	9	10	11
Reading No.Tested	N= 286	N= 307	N= 226	N= 208	N= 212	N= 219	N= 210	N= 232	N= 197	N= 137
% Scoring Above 75th NPR	08	08	12	17	12	16	16	08	09	09
% Scoring At or Above 50th NPR	26	27	30	40	30	36	39	28	27	25
% Scoring Above 25th NPR	58	57	54	63	60	61	64	46	44	51
Mean Scaled Score	562.5	593.4	618.9	643.6	650.0	666.0	678.6	671.6	677.8	684.1
Mathematics No.Tested	N= 308	N= 310	N= 237	N= 222	N= 214	N= 220	N= 214	N= 235	N= 224	N= 152
% Scoring Above 75th NPR	12	12	12	18	19	19	14	16	10	11
% Scoring At or Above 50th NPR	34	37	31	43	36	40	29	34	26	24
% Scoring Above 25th NPR	64	70	62	68	60	62	55	61	51	51
Mean Scaled Score	560.6	589.1	611.9	641.3	650.3	665.8	668.4	678.3	681.6	684.0
Language No.Tested	N= 307	N= 309	N= 236	N= 225	N= 211	N= 216	N= 210	N= 234	N= 211	N= 146
% Scoring Above 75th NPR	10	11	17	24	19	22	19	12	09	1
% Scoring At or Above 50th NPR	31	31	36	44	41	45	37	38	27	38
% Scoring Above 25th NPR	48	60	59	71	71	65	61	60	43	62
Mean Scaled Score	571.7	592.2	615.3	636.8	641.3	652.9	655.8	659.9	657.2	671.2
Spelling No.Tested	N= 310	N= 315	N= 239	N= 225	N= 216	N= 219	N= 212	N= 0	N= 0	N= 0
% Scoring Above 75th NPR	05	07	10	15	08	20	08			
% Scoring At or Above 50th NPR	29	26	23	39	29	34	22			
% Scoring Above 25th NPR	56	56	49	60	58	60	46			
Mean Scaled Score	548.9	582.2	601.9	627.8	635.0	653.1	660.0			
Science No.Tested	N= 0	N= 0	N= 3	N= 1	N= 6	N= 2	N= 0	N= 233	N= 225	N= 151
% Scoring Above 75th NPR			**	**	**	**		09	14	10
% Scoring At or Above 50th NPR			**	**	**	**		27	31	20
% Scoring Above 25th NPR			**	**	**	**		61	49	44
Mean Scaled Score			*****	*****	*****	*****		661.2	665.8	664.2
Social Science No.Tested	N= 0	N= 0	N= 2	N= 1	N= 2	N= 2	N= 0	N= 237	N= 226	N= 149
% Scoring Above 75th NPR	**	**	**	**	09	10	21			
% Scoring At or Above 50th NPR			**	**	**	**		32	24	47
% Scoring Above 25th NPR			**	**	**	**		63	48	64
Mean Scaled Score			*****	*****	*****	*****		642.9	642.6	656.7

1. NPR stands for National Percentile Rank.
2. The National Percentile Rank is based on the mean NCE score for each group.
3. ** Scores not available or number of students tested is 10 or less.
4. Mean scaled scores for groups in counties, districts, or schools whose student scores are based on mixed numbers of days of instruction should not be used to compare the performance of one school, district, or county with another.

STAR State Summary Report for Ethnicity-1 Hispanic Latino
Spring 1999 San Francisco County

	Grades									
	2	3	4	5	6	7	8	9	10	11
Reading No.Tested	N= 437	N= 903	N= 791	N= 789	N= 715	N= 630	N= 666	N= 737	N= 598	N= 527
% Scoring Above 75th NPR	16	09	08	11	09	13	12	08	07	10
% Scoring At or Above 50th NPR	45	26	23	28	25	32	32	26	22	23
% Scoring Above 25th NPR	68	54	51	54	52	56	62	52	45	52
Mean Scaled Score	575.8	593.3	614.5	634.7	643.7	661.2	676.6	678.1	681.9	687.9
Mathematics No.Tested	N= 453	N= 922	N= 823	N= 799	N= 729	N= 644	N= 667	N= 737	N= 611	N= 520
% Scoring Above 75th NPR	21	13	11	11	13	11	12	13	07	11
% Scoring At or Above 50th NPR	48	34	26	31	32	26	25	39	30	29
% Scoring Above 25th NPR	76	59	52	54	57	52	52	69	61	57
Mean Scaled Score	571.4	586.1	605.3	631.8	644.7	655.8	666.1	681.8	684.9	689.0
Language No.Tested	N= 451	N= 887	N= 809	N= 793	N= 718	N= 634	N= 645	N= 672	N= 529	N= 446
% Scoring Above 75th NPR	19	10	10	13	14	17	14	14	10	15
% Scoring At or Above 50th NPR	49	27	30	36	31	35	34	41	26	39
% Scoring Above 25th NPR	68	58	58	62	58	58	60	68	51	61
Mean Scaled Score	584.5	590.5	609.9	626.9	631.8	645.8	653.2	664.2	661.2	673.1
Spelling No.Tested	N= 456	N= 921	N= 824	N= 784	N= 726	N= 637	N= 665	N= 0	N= 0	N= 0
% Scoring Above 75th NPR	15	11	08	12	10	14	08			
% Scoring At or Above 50th NPR	41	30	21	30	25	32	23			
% Scoring Above 25th NPR	69	60	46	58	51	57	48			
Mean Scaled Score	563.8	585.2	600.0	625.5	631.1	646.8	660.7			
Science No.Tested	N= 0	N= 0	N= 23	N= 7	N= 31	N= 20	N= 15	N= 732	N= 607	N= 509
% Scoring Above 75th NPR			04	**	23	10	27	07	08	10
% Scoring At or Above 50th NPR			17	**	39	45	53	28	30	25
% Scoring Above 25th NPR			65	**	65	60	67	67	54	53
Mean Scaled Score			612.0	*****	641.4	646.3	668.5	664.0	665.8	671.1
Social Science No.Tested	N= 0	N=0	N= 12	N= 2	N= 28	N= 20	N= 14	N= 732	N= 595	N= 503
% Scoring Above 75th NPR			08	**	14	10	14	09	09	21
% Scoring At or Above 50th NPR			50	**	50	25	36	35	22	46
% Scoring Above 25th NPR			67	**	75	55	57	69	48	67
Mean Scaled Score			598.7	*****	625.3	623.7	636.3	645.2	643.4	657.9

1. NPR stands for National Percentile Rank.
2. The National Percentile Rank is based on the mean NCE score for each group.
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4. Mean scaled scores for groups in counties, districts, or schools whose student scores are based on mixed numbers of days of instruction should not be used to compare the performance of one school, district, or county with another.

STAR State Summary Report for Ethnicity-1 Hispanic Latino
Spring 1999 San Mateo County

	Grades									
	2	3	4	5	6	7	8	9	10	11
Reading No.Tested	N= 1821	N= 1879	N= 1732	N= 1796	N= 1811	N= 1724	N= 1651	N= 1489	N= 1437	N= 1388
% Scoring Above 75th NPR	12	08	10	09	10	10	08	05	06	06
% Scoring At or Above 50th NPR	34	28	28	26	27	29	33	22	19	20
% Scoring Above 25th NPR	58	55	52	54	52	56	61	49	42	47
Mean Scaled Score	565.9	592.8	616.0	632.7	643.6	659.7	674.7	675.1	677.8	683.3
Mathematics No.Tested	N= 2095	N= 1955	N= 1874	N= 1895	N= 1852	N= 1751	N= 1696	N= 1511	N= 1435	N= 1407
% Scoring Above 75th NPR	14	14	11	11	14	11	08	11	10	12
% Scoring At or Above 50th NPR	35	37	28	29	35	32	30	38	31	30
% Scoring Above 25th NPR	61	62	55	53	59	59	57	69	62	57
Mean Scaled Score	559.2	588.0	605.6	629.3	645.4	659.1	666.2	680.7	686.6	689.2
Language No.Tested	N= 2008	N= 1887	N= 1802	N= 1848	N= 1820	N= 1742	N= 1673	N= 1500	N= 1427	N= 1377
% Scoring Above 75th NPR	15	11	12	14	13	18	12	11	08	08
% Scoring At or Above 50th NPR	33	33	32	35	35	40	35	38	25	30
% Scoring Above 25th NPR	52	60	57	60	58	60	62	64	44	55
Mean Scaled Score	573.0	592.7	610.9	626.1	633.0	647.6	652.2	660.9	658.3	666.1
Spelling No.Tested	N= 2020	N= 1922	N= 1829	N= 1871	N= 1856	N= 1736	N= 1682	N= 0	N= 0	N= 0
% Scoring Above 75th NPR	12	12	11	11	10	12	07			
% Scoring At or Above 50th NPR	32	32	24	30	28	32	21			
% Scoring Above 25th NPR	56	64	47	54	54	57	47			
Mean Scaled Score	552.7	588.0	601.2	621.3	632.2	645.7	658.9			
Science No.Tested	N= 0	N= 0	N= 35	N=46	N= 98	N= 86	N= 187	N= 1524	N= 1426	N= 1387
% Scoring Above 75th NPR			03	02	09	02	11	05	08	08
% Scoring At or Above 50th NPR			34	24	27	29	29	26	32	23
% Scoring Above 25th NPR			57	37	44	52	53	68	59	57
Mean Scaled Score			607.9	619.6	626.3	635.0	652.4	663.4	668.2	670.4
Social Science No.Tested	N= 0	N= 0	N= 16	N= 30	N= 74	N= 72	N= 168	N= 1538	N= 1444	N= 1411
% Scoring Above 75th NPR			19	07	09	01	07	06	08	21
% Scoring At or Above 50th NPR			31	27	23	07	30	35	24	47
% Scoring Above 25th NPR			56	57	38	40	61	69	48	67
Mean Scaled Score			584.4	600.2	604.8	610.7	632.5	644.0	643.8	657.7

1. NPR stands for National Percentile Rank.
2. The National Percentile Rank is based on the mean NCE score for each group.
3. ** Scores not available or number of students tested is 10 or less.
4. Mean scaled scores for groups in counties, districts, or schools whose student scores are based on mixed numbers of days of instruction should not be used to compare the performance of one school, district, or county with another.

STAR State Summary Report for Ethnicity-1 Hispanic Latino
Spring 1999 Santa Clara County

	Grades									
	2	3	4	5	6	7	8	9	10	11
Reading No.Tested	N= 6293	N= 6506	N= 5571	N= 5478	N= 5151	N= 5184	N= 4989	N= 4707	N= 4397	N= 3613
% Scoring Above 75th NPR	11	08	10	10	10	10	08	05	05	06
% Scoring At or Above 50th NPR	31	26	27	27	28	29	30	21	18	18
% Scoring Above 25th NPR	54	50	52	52	54	54	59	48	40	46
Mean Scaled Score	563.2	588.5	614.1	631.9	643.8	657.9	671.7	672.3	675.2	682.2
Mathematics No.Tested	N= 6906	N= 6726	N= 5944	N= 5699	N= 5277	N= 5282	N= 5066	N= 4827	N= 4424	N= 3598
% Scoring Above 75th NPR	16	13	12	11	14	10	09	13	10	11
% Scoring At or Above 50th NPR	36	33	29	29	33	29	29	36	31	31
% Scoring Above 25th NPR	61	57	53	51	57	54	53	67	61	57
Mean Scaled Score	559.7	582.7	604.7	628.3	643.9	656.0	665.2	679.2	684.5	687.3
Language No.Tested	N= 6691	N= 6573	N= 5825	N= 5646	N= 5219	N= 5180	N= 4941	N= 4722	N= 4329	N= 3543
% Scoring Above 75th NPR	16	10	11	14	15	17	12	12	08	08
% Scoring At or Above 50th NPR	35	28	32	36	35	37	33	38	22	29
% Scoring Above 25th NPR	52	54	57	58	60	58	57	65	45	54
Mean Scaled Score	573.7	588.2	609.9	625.1	634.2	645.0	649.5	659.1	656.3	666.0
Spelling No.Tested	N= 6764	N= 6733	N= 5975	N= 5714	N= 5320	N= 5315	N= 5076	N= 0	N= 0	N= 0
% Scoring Above 75th NPR	10	09	10	11	10	12	07			
% Scoring At or Above 50th NPR	30	28	24	29	27	29	21			
% Scoring Above 25th NPR	54	56	46	53	51	54	44			
Mean Scaled Score	550.0	581.4	599.5	620.2	630.5	643.7	657.5			
Science No.Tested	N= 0	N= 317	N= 602	N= 646	N= 772	N= 1523	N= 1540	N= 4793	N= 4417	N= 3620
% Scoring Above 75th NPR		12	09	09	13	12	11	06	08	10
% Scoring At or Above 50th NPR		38	27	26	39	35	37	27	28	25
% Scoring Above 25th NPR		71	61	52	67	65	62	63	54	55
Mean Scaled Score		603.0	612.2	623.4	637.6	645.1	655.4	661.2	665.8	670.5
Social Science No.Tested	N= 0	N= 222	N= 495	N= 555	N= 612	N= 546	N= 581	N= 4734	N= 4337	N= 3586
% Scoring Above 75th NPR		10	06	06	09	11	12	07	08	19
% Scoring At or Above 50th NPR		31	23	24	36	31	23	44		
% Scoring Above 25th NPR		56	55	60	65	67	61	65	52	65
Mean Scaled Score		576.1	583.5	599.0	617.3	628.1	636.4	641.5	643.6	656.5

1. NPR stands for National Percentile Rank.
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About the Author

Mario Chacón is an Education Consultant with more than 25 years experience in California's K-14 school systems. He holds California Administrative Service, Teaching, and Community College Credentials in History, Spanish and Administration. He also earned a California Certificate of Competence in Bilingual/Bicultural Education. He holds a Masters Degree in Latin American History and has completed the equivalent course study in School Administration. Mr. Chacón has taught at high school and Community College, and has been an Elementary, Middle School and High School Principal. He has served in central office leadership positions in rural, suburban and urban districts. Mr. Chacón is a graduate of the University of Southern California's Superintendent's Institute and the Association of California School Administrator's Superintendent's Academy. For two years he held a high staff position with the Ways and Means Committee in the California Legislature. He has consulted for the State and U.S. Departments of Education and the California School Leadership Academy. Mr. Chacón has presented at local, state, and national conferences on school restructuring, school choice, high expectations for all students, educational equity, bilingual education, mathematics reform and parent involvement. Most recently, Mario Chacón has also facilitated a High School Principals' Support Network and served as an advisor to Joint Venture Silicon Valley Network (JVSV) in its efforts to narrow the "digital divide." He also served on JVSV's Teacher Education Collaboratory Advisory Board. Among numerous recognitions, he led an urban secondary (Horace Mann, SFUSD) school to National Blue Ribbon selection and White House honors. He has also been recognized as one of the TOP 100 EDUCATORS in North America by the American School Board Journal and The Executive Educator.

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