

Robertson Continuation High School

Robertson is an alternative program for students who have encountered difficulties within the traditional high school setting.

Demographics	District	Robertson
African American	1.90%	7.70%
American Indian or Alaska Native	0.3%	0.60%
Asian	65.30%	15.50%
Filipino	4.50%	4.50%
Hispanic or Latino	14.90%	47.70%
Pacific Islander	0.60%	2.60%
White	8.40%	17.40%
Two or More Races	3.20%	3.90%

The district data is very different than the RHS data. Students who are referred to RHS have very different demographics than those of the district as a whole.

Student Subgroups	Homeless Youth	Disabilities	Socioeconomically Disadvantaged
District	0.10%	9.38%	19.37%
Robertson	4.50%	20%	65.70%

Many of Robertson's subgroups differ largely than those of the district as a whole. RHS has a much higher percentage of students that fall into categories such as socioeconomically disadvantaged, students with disabilities, and homeless youth.

School Student Achievement Data

State Accountability: CAASPP									
Percentage of Students Meeting or Exceeding Proficiency									
	2021-2022			2020-2021			2018-2019		
SUBJECT	Robertson	Fremont USD	California	Robertson	Fremont USD	California	Robertson	Fremont USD	California
English	19.00%	81.00%	Not Available	27.27%	83.85%	49.01%	28.85%	78.61%	51.10%
Mathematics	6.00%	94.00%	Not Available	8.82%	76.04%	33.76%	4.72%	73.89%	39.73%

*The 2019-2020 CAASPP test was not administered, therefore, the 2018-2019 data is posted.

Students enter RHS every 9 weeks and can exit every 18 weeks upon successful completion of courses. This movement makes comparison data from year to year very difficult and sometimes inaccurate. For instance, a student may arrive a few days or weeks before taking the CAASPP. Due to our continually changing student population, state accountability measures such as CAASPP data does not truly reflect student achievement at Robertson High School.

Robertson students do not take the ACT, SAT, or AP tests.

Schoolwide Course Completion Rates

2021-2022	Total # of student	Failed at least one class	Pass all classes	Pass ratio
Q1	157	30	127	81%
Q2	157	61	96	61%
Q3	155	51	104	67%
Q4	153	54	99	65%

2020-2021	Total # of student	Failed at least one class	Pass all classes	Pass ratio
Q1	144	74	70	49%
Q2	155	95	60	39%
Q3	190	103	87	46%
Q4	204	115	89	44%

2019-2020	Total # of student	Failed at least one class	Pass all classes	Pass ratio
Q1	180	100	80	44%
Q2	178	89	89	50%
Q3	173	98	75	43%

Q4	159	109	50	31%
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The above data shows the course completion rates of the RHS students from the previous three years. The data was calculated by dividing the number of courses completed by the number of courses attempted. The data shows that post pandemic and in person learning led to higher course completion rates.

Course Completion for Math Courses

2021-2022	Overall Course Completion	Course Completion (ELs)	Course Completion (SPED)	Course Completion for students who regularly attend school (80% or more)
Q1	89%	89%	100%	88%
Q2	65%	50%	79%	65%
Q3	62%	63%	79%	62%
Q4	69%	64%	82%	

2020-2021	Overall Course Completion	Course Completion (ELs)	Course Completion (SPED)	Course Completion for students who regularly attend school (80% or more)
Q1	53%	50%	52%	
Q2	42%	17%	50%	73%
Q3	42%	58%	47%	85%
Q4	46%	75%	50%	

2019-2020	Overall Course Completion	Course Completion (ELs)	Course Completion (SPED)
Q1	53%	33%	33%
Q2	58%	33%	44%
Q3	*	*	*
Q4	*	*	*

*Data for Quarters 3 and 4 are missing due to the COVID shutdown. Alternative teaching and assessment methods were used.

The above data shows the course completion rates of the RHS students from the previous three years in their Math and English courses. Course completion is tracked to look at all of our students, but also our students that are designated as EL and SPED. Pushin support is allocated based on this information. We found that EL students often matched (within 1%) or outperformed their English only counterparts in course completion.

Belongingness Data

	Belongingness Level at Home School	Belongingness Level at RHS (after 2 quarters)
2021-2022	62.8% feel as though they belong	82.2% feel as though they belong

We surveyed students about how they felt at their Home School and then how they felt at our school after 2 quarters. We found that students overwhelmingly felt that they belonged more at our school once they settled in.

Overall, we found that students that attend class regularly, have a very high pass rate. In general our EL and SPED students outperform our General Ed Population. This can be attributed to our pushin support, which we use to support all of students, but especially our EL and SPED students. We are also committed to helping out students increase their attendance rate, even funding buses to transport students from their home high schools to our school, which for many of our students is accross town. A large percentage of students and parents feel connected to our school, even though we are not their home high school. They feel that we are approachable and willing to work with them to support their students.