



DIVISION OF ACCOUNTABILITY AND RESEARCH

'Fifth Block' Evaluation: Summer 2012

Prepared November 2012



Program Description

Background

June 2012 marked the fifth year of Fifth Block, Aurora Public Schools' extended school-year program. The program is designed to provide additional instruction for students identified as having the most potential to make progress toward proficiency. In order to accelerate academic growth, students selected to participate in Fifth Block are given 23 days of additional instruction after the end of the regular school year. Student-teacher ratios for the program are kept small, with the maximum set at 25 to 1. All teachers and other staff members are required to complete targeted professional development prior to participating in the program. With the exception of fifth and eighth-graders, all students attend Fifth Block classes at their home schools. Fifth and eighth grade students go to their designated feeder middle and high schools. The district provides transportation and nutrition services at all sites.

When it was first conceived, the Fifth Block program was designed to provide students with focused instruction in math and literacy. All students who participated in Fifth Block were enrolled in both a math and a literacy class, which were designed to incorporate some science and social studies content. Over the years, the program has become more flexible. Currently a student who needs only literacy or only math instruction may be assigned only to a class in the targeted content area. This may be a half-day class or a full-day class. Beginning in 2012, the district also began piloting a program for students to receive science instruction during Fifth Block. This pilot was conducted at Montview Math & Health Sciences Elementary School and Side Creek Elementary School. These schools did continue to have math and literacy courses as well.

Selection Criteria

Studies have shown that extended instruction has the most benefit for students who have previously demonstrated academic growth, who have attended school consistently, and who have had few discipline referrals. Administrators use these criteria to select students for Fifth Block, focusing on those who have demonstrated academic growth over the previous academic year but who have not yet attained proficiency.

Evaluation Method

Following the model established in previous years, this report provides both a quantitative and qualitative overview of the Fifth Block program. The quantitative portion provides descriptive statistics for students who participated in the program during 2012, including demographics, class attendance, discipline events, and prior-year CSAP/TCAP performance. It also provides an analysis of CSAP/TCAP growth data for students who participated in the program in prior years, along with a summary of the Fifth Block budget. The qualitative portion of the report discusses the results of this year's principal, teacher, and parent surveys.



Program Enrollment: 2012 Fifth Block Cohort

Participant Demographics

Table 1, below, summarizes data on ethnicity, ELL status, and eligibility for free and reduced-price lunch programs for students who participated in the 2012 Fifth Block session. Total enrollment numbers include any student who was enrolled in the program through the final day of the session. In 2012, 3,441 students completed the Fifth Block program. This was a slightly lower number than 2011, but similar to the enrollments for 2009 and 2010.

Relative to APS's overall K-12 population, white and African-American students were underrepresented during Fifth Block, and Hispanic students were overrepresented. In the official October count for the 2011-12 school year, White students made up 18.3% of the K-12 population. By comparison, White students accounted for 9.5% of Fifth Block participants. African-American students represented 18.0% of the overall K-12 population in 2011-12 and 14.9% of Fifth Block participants. Hispanics made up 54.3% of the 2011-12 K-12 population and 68.2% of 2012 Fifth Block participants.

Nearly 55% of Fifth Block students were designated as English Language Learners (ELLs), compared to 37.9% of K-12 students for the 2011-12 school year. The proportion of students qualifying for free and reduced-price lunch during Fifth Block was also larger than during the 2011-12 school year. Just under 85% of 2012 Fifth Block students qualified for free and reduced-price lunch, whereas the proportion for the district overall in 2011-12 was approximately 69%.

In 2012, 1,061 students (31.8%) were participating in Fifth Block for the second consecutive year. Three-hundred forty-five students (10%) of students were participating for the third consecutive year.

Table 1. Student Demographics: District vs. Fifth Block Participants 2008-2012

	2008		2009		2010		2011		2012	
	District Overall	5 th Block								
Total Enrollment	31,643	3,140	32,754	3,318	33,950	3,319	35,209	3,728	36,297	3,441
Nat. Amer.	0.9%	0.8%	0.9%	0.8%	0.9%	0.7%	0.8%	0.7%	0.7%	0.7%
Asian/PI	4.1%	2.4%	4.4%	3.0%	4.8%	3.5%	4.4%	3.9%	4.6%	3.4%
Afr. Amer.	20.8%	17.4%	21.1%	15.4%	21.2%	15.2%	18.7%	14.9%	18.0%	14.9%
Hispanic	51.6%	66.3%	52.1%	66.2%	52.5%	66.8%	53.8%	66.1%	54.3%	68.2%
White	22.6%	11.4%	21.5%	12.7%	20.6%	11.3%	19.1%	11.6%	18.3%	9.5%
Nat. Hawaiian	0.0%	0.1%	0.0%	0.2%	0.0%	0.2%	0.4%	0.6%	0.5%	0.4%
Two or More	0.0%	1.7%	0.0%	1.7%	0.0%	2.3%	2.8%	2.2%	3.6%	2.8%
F/R lunch	58.8%	80.0%	64.2%	76.3%	66.2%	81.6%	68.9%	83.1%	69.1%	84.7%
ELL	37.3%	57.3%	38.2%	55.5%	39.0%	56.6%	38.4%	54.1%	37.9%	54.7%



Table 2 summarizes course enrollments by grade level and subject area for the 2012 Fifth Block session. The majority of students were 1st through 10th graders. Overall, about 91.4% were enrolled in a literacy block; 91.9% were enrolled in a math block; and 8.1% were in a science block.

Table 2. Course Enrollment by Subject Area: 2012 Fifth Block

Grade	# Students	Literacy	Math	Science
KG	16	100%	100%	0%
1	395	100%	100%	1%
2	503	99%	98%	10%
3	617	95%	94%	14%
4	507	98%	98%	15%
5	390	99%	99%	6%
6	316	99%	99%	5%
7	292	99%	98%	7%
8	237	75%	95%	0%
9	123	64%	75%	0%
10	40	65%	63%	0%
11	4	100%	50%	0%
12	1	100%	100%	0%
Total	3441	94.9%	96.3%	8.1%

Participant CSAP/TCAP Backgrounds

For the 2012 Fifth Block session, administrators reviewed scores from the 2011 CSAP, as results from the 2012 TCAP assessment were not yet available. Table 3 provides a summary of CSAP/TCAP performance for students who completed the 2012 Fifth Block session. The table summaries 2010 and 2012 data along with the 2011 scores that were used in the selection process. Across all three years and all subject areas, the largest proportion of 2012 Fifth Block participants fell into the partially proficient category. The percentage of 2012 Fifth Block students who scored at the partially proficient or unsatisfactory level on the 2011 CSAP was 67% for reading, 76% for writing, and 68% for math. As a group, this was very similar to their performance on the 2010 CSAP and the 2012 TCAP.

Note that because the 2012 TCAP was administered prior to the start of the 2012 Fifth Block session, differences between score distributions for 2011 and 2012 should not be interpreted as indicators of the program's effectiveness. In a later section of this report, data for the 2011 Fifth Block cohort is analyzed in order to provide a sense of the program's impact.



Table 3. 2012 Fifth Block CSAP/TCAP Proficiency: 2010-2012

Prof. Level	Reading			Writing			Math		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
Unsatisfactory	24.7%	24.2%	23.0%	12.5%	11.6%	10.4%	19.9%	19.5%	23.6%
Part Proficient	39.3%	43.2%	41.0%	64.3%	64.2%	63.6%	42.2%	48.2%	42.6%
Proficient	34.2%	31.8%	35.3%	21.8%	23.0%	25.3%	32.5%	28.8%	29.1%
Advanced	0.6%	0.2%	0.5%	0.4%	0.6%	0.5%	4.6%	2.9%	4.6%
No Score	1.1%	0.7%	0.2%	1.1%	0.6%	0.2%	0.8%	0.5%	0.2%

Participant Attendance Backgrounds

In addition to reviewing assessment scores, administrators responsible for selecting Fifth Block participants review student attendance data. Students with more regular attendance are expected to benefit the most from the program. The table below compares rates of habitual truancy for the group of students selected to participate in the 2012 Fifth Block session with rates for the district as a whole. The table includes data compiled from the district’s quarterly truancy reports over the past three years. Habitual truancy is defined as having four or more absences within a single month or ten or more absences for the year.

The truancy rates displayed in Table 4 are specific to the group of students who participated in the 2012 Fifth Block session. These calculations do not include attendance records for the Fifth Block session. Rather, they refer to students’ attendance during the regular school year. District overall rates are based on attendance for students who were included in the official October count for the designated year.

The table shows that the 2012 Fifth Block cohort has had a lower truancy rate than the district as a whole in each of the past three years. Across the three years, the truancy rate among students who completed the 2012 session has ranged from 2.4% to 3.2%. Over the same period, the rate for the district as a whole has ranged from 11.1% to 11.8%.

Table 4. Truancy Rates: 2012 Fifth Block Cohort vs. District Overall

2009-10		2010-11		2011-12	
District Overall	5 th Block Cohort	District Overall	5 th Block Cohort	District Overall	5 th Block Cohort
11.8%	3.0%	11.7%	2.4%	11.1%	3.2%

Attendance data from the final ten days of the Fifth Block program provides a good assessment of student attendance during the program. Table 5 shows that attendance rates during the 2012 Fifth Block session were very high, which is typical of the program. The overall attendance rate for Fifth Block participants was 90%. At all levels, rates were down slightly from previous years.



Table 5. Final Ten Day Attendance: Fifth Block

Level	Final 10-Day Attendance				
	2008	2009	2010	2011	2012
Elementary	93.60%	92.40%	93.90%	94.30%	93.28%
K-8	94.20%	95.30%	92.30%	93.80%	93.76%
Middle	92.40%	89.40%	86.20%	88.80%	85.35%
High	91.20%	93.30%	95.90%	90.90%	84.50%
District Totals	93.10%	92.00%	92.20%	92.30%	90.40%

Participant Behavior Backgrounds

Table 5 compares the number of referrals for students selected to participate in the 2012 Fifth Block session with the number of referrals for students in the district as a whole. The table includes data from the past three years, and groups students into those who had no referrals, those who had one referral, those who had two referrals, or those who had three or more referrals during the regular school year.

The overall rates displayed in Table 6 are specific to the group of students included in the official October count for the designated year. For all three years, the rates shown for the Fifth Block cohort refer specifically to the group of students who participated in the 2012 Fifth Block session. These calculations do not include behavior records for the Fifth Block session, but to behavior incidents that occurred during the regular school year.

Across the past three years, students in the 2012 Fifth Block cohort have been referred to the office at lower rates than the overall district population. Only about 10% of students in the 2012 cohort had an office referral during the 2009-10 school year. In 2010-11, about 13% had an office referral, and in 2011-12 about 15% had an office referral. The referral rate for the district as a whole has been around 20% in each of the three years.

Table 6. Referral Rates: 2012 Fifth Block Cohort vs. District Overall

# of Referrals	2009-10		2010-11		2011-12	
	District Overall	5 th Block Cohort	District Overall	5 th Block Cohort	District Overall	5 th Block Cohort
0	78.5%	89.5%	80.7%	87.1%	80.7%	84.5%
1	10.7%	6.5%	10.1%	8.5%	9.6%	8.3%
2	4.2%	1.8%	3.9%	1.8%	3.8%	2.9%
3+	6.6%	2.2%	5.3%	2.5%	5.9%	4.3%

During the 2012 Fifth Block session, a total of 14 office referrals were recorded in Infinite Campus. This was an increase from 2011, when there were only three office referrals, but still lower than 2010, when there were 21. Table 7 shows the total number of office referrals during Fifth Block for each of the past five years.



Table 7. Fifth Block Office Referrals

Year	2008	2009	2010	2011	2012
# Referrals	9	8	21	3	14

Program Impacts: 2011 Fifth Block Cohort

CSAP/TCAP Growth

The Colorado Growth Model measures academic growth by comparing each student's performance on the most recent CSAP/TCAP to the performance of a cohort of other students in the same grade level who have similar CSAP score histories. A student's growth percentile indicates how well he or she has progressed relative to other students in the cohort. To summarize growth percentiles for various student groupings, the state uses the median growth percentile. Median growth percentiles are determined by ranking individual growth percentiles within a designated group and then identifying the middle value. For instance, in reports provided by the state department of education median growth percentiles are calculated at the district level, at the school level, and at the grade level.

Expanding on the practice of using median growth percentiles to summarize student growth, the table below shows median growth percentiles for students who completed the 2011 Fifth Block session. Median growth percentiles that meet or exceed 50, the state median, are highlighted in green. Calculations are based on the results of the 2012 TCAP, which students took in the first year after completing Fifth Block. The grade levels listed in the table also refer to students' grade level in the year immediately after completing the Fifth Block session.

In reading, students who completed Fifth Block in 2011 demonstrated growth above the state median at four of seven grade levels. In writing, they were above the state median in six out of seven grade levels, and in math they were above the state median in five out of seven grade levels. For the 2011 cohort as a whole, the median growth percentile in reading was 52, in writing it was 55, and in math it was 58.

Table 8. 2012 CSAP/TCAP Median Growth Percentiles: 2011 Fifth Block Cohort

Grade Level	Reading		Writing		Math	
	N	Median	N	Median	N	Median
4	577	48.0	579	48.0	584	50.0
5	499	54.0	495	63.0	495	68.0
6	378	51.0	377	62.0	380	63.0
7	297	55.0	297	56.0	297	45.0
8	226	47.5	227	55.0	227	65.0
9	233	48.0	235	52.0	237	61.0
10	243	56.0	244	51.0	243	55.0
Total	2453	52.0	2454	55.0	2463	58.0



Analysis of Fifth Block Participation and CSAP/TCAP Growth

Statistical testing was conducted to analyze the relationship between the number of years of participation in Fifth Block and student growth. For the tests, 2011 Fifth Block participants were divided into groups based on their number of consecutive years participating in the program: one-year participants, two-year participants, three-year participants, and four-year participants. A group of non-participants was also included in the analysis, which excluded any student who participated in Fifth Block in 2011 or any prior year.

Tables 11 through 13 show the median growth percentiles for each group on the 2012 TCAP, with each subject area shown on a separate table. The tables show that in most cases students who participate in Fifth Block achieve better growth than students who have never participated in the program. The only cases where this is not true are for two-year participants in reading and in math. In writing, students who have completed three or four consecutive Fifth Block sessions achieve better growth than students who only complete one or two sessions. For both writing and math, the differences between medians were statistically significant. For reading, the differences were not statistically significant.

Table 11. Fifth Block CSAP/TCAP Median Growth Percentiles Comparison: 2012 Reading

Subject	2011 1yr Participants	2011 2yr Participants	2011 3yr Participants	2011 4yr Participants	Non-participant
	(n=1514)	(n=578)	(n=223)	(n=138)	(n=9320)
Reading	52.0	49.0	53.0	57.0	51.0

Table 12. Fifth Block CSAP/TCAP Median Growth Percentiles Comparison: 2012 Writing

Subject	1-year	2-year	3-year	4-year	Non-participant
	(n=1516)	(n=578)	(n=222)	(n=138)	(n=9342)
Writing	55.0	51.0	63.0	60.5	53.0

Table 13. Fifth Block CSAP/TCAP Median Growth Percentiles Comparison: 2012 Math

Subject	1-year	2-year	3-year	4-year	Non-participant
	(n=1523)	(n=579)	(n=223)	(n=138)	(n=9374)
Math	56.0	60.0	59.0	59.0	52.0

Based on these initial findings, additional tests were conducted to learn more about the differences in writing and math. The first set of tests focused on writing and compared the medians of non-participants with the medians of each of the four participant groups. These tests showed a significant difference between the medians of non-participants and the medians of three-year participants. Differences between medians for non-participants and medians for one-, two-, and four-year participants were not statistically significant.



Additional comparisons looked at the differences between writing growth medians among the four participant groups. These revealed a significant difference between the median growth percentile of three-year participants and the median of one-year participants, as well as a significant difference between three-year and two-year participants. There was no significant difference between one-year and two-year medians, or between four-year medians and the medians of any other group.

For math, statistical tests showed that differences between the median for non-participants and medians for one-, two-, and three-year participants were significant. However, the difference between the median of non-participants and those of four-year participants was not statistically significant. The lack of significance in this final pairing likely owes to the small number of students who participated in Fifth Block for four years.

In summary, statistical analyses showed that students who have completed three sessions of Fifth Block tend to achieve higher growth than non-participants in writing. Three-year participants also tend to achieve more growth in writing than students who have completed only one or two years. In math, students who complete one, two, or three years of Fifth Block all tend to achieve higher growth than non-participants. However, in math, there were no significant differences between students who completed multiple sessions of Fifth Block and those who completed only a single year.

Parent Survey Results

At the conclusion of the 2012 Fifth Block session, surveys were distributed to parents along with student report cards. Completed surveys were received from 392 households. Table 16 summarizes the responses to the six structured response questions included on the survey.

The percentages of parents agreeing with each of the various statements on the survey were similar to those from 2011. The majority of parents who responded to the survey believed that Fifth Block was academically beneficial for their child and reported that they would want their child to participate in the program again in 2013. There was a significant increase in the percentage of parents who said that they understood why their children were selected for the program. This is the second year in a row that agreement with this question has increased, indicating that administrators and teachers are doing a better job of communicating with parents about the purpose of the program.



Table 16. Parent Survey Responses

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Agree/ Str. Agree	Change 11 to 12
1. My child's school provided me sufficient information throughout 5th block.	5.9%	8.2%	10.6%	42.8%	32.5%	75.3%	2.4%
2. I believe that 5th block was academically beneficial for my child.	3.6%	3.6%	6.4%	38.6%	47.8%	86.4%	-0.4%
3. I believe that 5th block was a positive experience for my child.	2.8%	1.5%	6.7%	40.5%	48.5%	89.0%	-0.4%
4. I understand why my child was selected for participation in 5th block.	2.8%	1.6%	4.9%	44.8%	45.9%	90.7%	4.5%
5. The meals that were provided were an important part of my students 5th block experience.	3.6%	3.6%	15.0%	43.8%	33.9%	77.7%	2.6%
6. If 5th block were offered next year, I would want my child to participate.	3.2%	2.4%	7.1%	28.0%	59.3%	87.3%	0.0%

Note: 2012: total n = 392; 60% English respondents, 40% Spanish. 2011: total n = 404.

The parent survey also included an open-ended item that allowed parents to share any additional thoughts or feelings about the Fifth Block program. The following were recurrent themes in the parent responses:

- Many parents feel that the Fifth Block program has been a great benefit to their children and hope to participate in the future (~47%).
- Parents would like to see more communication from teachers during the program so that they can be more involved in monitoring their children’s work and assessing their progress (~25%).

Two minor themes emerged in the parent responses:

- A small minority of parents questioned the appropriateness of the instruction and content focus of Fifth Block (e.g., the showing of movies and videos to students) (~4%).
- Some parents felt that there should be more homework assigned to students during Fifth Block to make the session more academically beneficial (~4%).



Principal Survey Results

An electronic survey was made available to principals after the completion of the Fifth Block session. The primary purpose of the principal survey was to gather feedback about what worked well during Fifth Block, what challenges they encountered, what suggestions they had for improving the program, and whether they thought Fifth Block was effective in improving student achievement.

Fourteen principals responded to the 2012 survey. Table 17 shows the summary of responses to the question about perceptions of the program’s effectiveness. As the table shows, the majority (85.7%) of principals who completed the survey indicated that they believed students had benefited academically from attending Fifth Block. This is a somewhat lower rate of agreement than in 2011 when approximately 89% of principals agreed with the statement.

Table 17. Principal Survey Responses

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Agree/ Str. Agree	Change 11 to 12
My students benefited academically from attending Fifth Block.	7.1%	0.0%	7.1%	64.3%	21.4%	85.7%	-3.2%

Note. 2012: total n = 14; 2011: total n = 27.

All other items on the principal survey were in an open response format. Principals pointed to the following items as things that worked well during the 2012 Fifth Block session:

- Principals were pleased with the way students were scheduled into classes this year. The length of classes and the opportunity for some students to attend half days and others to attend whole days worked well.
- Principals were happy with the student selection process.
- Principals like the curriculum and thought that teachers and other staff members performed very well.

Principals noted the following challenges for the 2012 Fifth Block session:

- There were inconsistencies in the curriculum and teaching materials between grade levels – some teachers had materials aligned to new state standards; others had materials aligned to old standards.
- It remains difficult to maintain enough enrollments to fill slots, and to get students who are enrolled to attend regularly.

Principals offered recommendations for how the program might be improved, including the following:

- Resources should be used to create opportunities during Fifth Block and throughout the regular school year to target students who need interventions.



Teacher Survey Results

As with principals, an electronic survey was made available to teachers after the completion of Fifth Block. The primary purpose of the survey was to gather feedback about what worked well during Fifth Block, what challenges they encountered, what suggestions they had for improving the program, and whether they thought Fifth Block was effective in improving student achievement. A total of 148 teachers responded to the 2012 survey. Table 18 shows the rate of agreement among teachers to the survey item regarding the efficacy of the Fifth Block program. The results show a higher rate of agreement among teachers than among principals. Overall, 91.9% of teachers agreed that the program did benefit their students, up 3.5% from the 2011 survey.

Table 18. Teacher Survey Responses

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Agree/ Str. Agree	Change 11 to 12
My students benefited academically from attending Fifth Block.	1.3%	0.7%	5.4%	65.1%	26.8%	91.9%	3.5%

Note. 2012: total n = 148; 2011: total n = 172.

Teachers reported that the following worked well during Fifth Block:

- Teachers said that they were pleased with the opportunity to work with smaller classes, which allowed them to provide more small-group and one-on-one instruction.
- Teachers thought the schedule worked well for both students and staff. They noted that it allowed for extensive practice, review, and exploratory exercises.
- Teachers expressed gratitude for the support from paraprofessionals, noting that they were essential to providing students with targeted feedback and instruction.
- Teachers noted an improvement in the selection process, indicating that there were fewer behavioral issues this year. Not having to deal with behavior problems helped classes to remain focused on learning.
- Teachers felt the district provided curriculum that was well-suited to Fifth Block students. The incorporation of science materials at some schools was especially appreciated.

For teachers, the most frequently mentioned challenges were the following:

- Some teachers were dissatisfied with the way selection criteria were applied. They felt some students were so far behind that it was not possible to give them the special attention they needed.
- Some teachers reported that administrative errors at some schools created frustrations around scheduling. There were many changes in enrollments and some class sizes ended up well under the 25 student limit.



- Some teachers sometimes felt that resources were lacking. They felt that there needed to be access to more teaching materials, as well as money in the budget for field trips and other activities.
- Some teachers expressed frustrations with the level of support from administrators surrounding student behavior issues. The lack of deans, monitors, and other administrative personnel make it difficult to deal with discipline issues.
- Student attendance motivation was a common challenge for teachers. They felt that long instructional blocks, limited break time, lack of specials, and widely divergent learning abilities made it difficult to keep all students engaged.

Suggestions by teachers on ways to improve Fifth Block generally addressed the challenges noted above. Their suggestions included the following:

- Teachers recommended stricter adherence to student selection guidelines, as well as more teacher input regarding which students are selected and how they are grouped.
- A number of teachers recommended that curriculum and teaching materials used during Fifth Block be revised.
- Some teachers would like to see the Fifth Block schedule changed. A number suggested that the program be reduced to four weeks.



5th Block Program Cost Analysis

Table 19 shows a preliminary cost estimate for the 2012 Fifth Block session along with cost estimates for previous sessions. These estimates include costs associated with instructional salaries and benefits, assessments, curricular support, transportation, nutrition services, and utilities. The estimated total operating cost for 2012 session was \$1,614,908 equal to a per-pupil cost of \$469.31. Total costs were down from 2011, although the per-pupil cost increased slightly.

Table 19. Cost Analysis for Fifth Block

Expense	Description	2008	2009	2010	2011	2012	1 yr Change
June Inst. Salaries/ Benefits	Salaries, PERA, Medicare	\$603,900	\$666,539	\$695,941	\$862,104	\$536,825	(\$325,279)
July Inst. Salaries/ Benefits	Salaries, PERA, Medicare	\$603,900	\$481,654	\$540,193	\$640,434	\$741,787	\$101,353
Assessment	Printing/MAP Testing	\$2,310	\$44,053	\$2,464	\$470	\$0	(\$470)
Instruction	Curricular support	\$32,500	\$67,129	\$75,335	\$48,539	\$93,785	\$45,246
Transportation	Fuel, maintenance, salaries/ benefits	\$72,042	\$62,406	\$41,110	\$74,113	\$80,676	\$6,563
Nutrition Services	Loss experienced by enterprise fund	\$21,100	\$0	\$5,215	\$0	\$36,835	\$36,835
Utilities	Gas/electric	\$73,476	\$125,000	\$100,000	\$100,000	\$125,000	\$25,000
Total Costs for 5th Block:		\$1,409,228	\$1,446,781	\$1,460,258	\$1,725,660	\$1,614,908	(\$110,752)
Per Pupil Cost for 5th Block:		\$448.80	\$436.04	\$439.97	\$462.89	\$469.31	\$6.42

Table 20 shows a comparison between slot availability and enrollment for the 2012 Fifth Block session. Overall, 80% of the slots made available for Fifth Block were filled. Larger proportions of slots were used at the secondary level than at the primary level.



Table 20. School Fifth Block Slot Availability with Enrollment (2012)

School	General Fund	Title I / Additional	Total	Final Day Enrollment	Final Day % Enrollment
Altura Elementary School	50	50	100	60	60%
Arkansas Elementary School	50	0	50	49	98%
Aurora Frontier K-8	100	0	100	80	80%
Boston K-8	25	75	100	67	67%
Century Elementary School	50	0	50	40	80%
Clyde Miller K-8	100	0	100	142	142%
Crawford Elementary School	50	50	100	66	66%
Dalton Elementary School	50	0	50	48	96%
Dartmouth Elementary School	50	0	50	60	120%
Elkhart Elementary School	50	50	100	78	78%
Fletcher Interm Science & Technology	50	50	100	70	70%
Fletcher Primary School	50	25	75	41	55%
Fulton Academy of Excellence	50	50	100	77	77%
Iowa Elementary School	50	0	50	31	62%
Jewell Elementary School	50	0	50	44	88%
Kenton Elementary School	50	50	100	66	66%
Lansing Elementary School	50	50	100	53	53%
Laredo Elementary School	50	50	100	87	87%
Lyn Knoll Elementary School	50	50	100	82	82%
Montview Math & Health Sciences	50	75	125	102	82%
Murphy Creek K-8	100	0	100	73	73%
Paris Elementary School	50	50	100	94	94%
Park Lane Elementary School	50	50	100	51	51%
Peoria Elementary	50	50	100	78	78%
Sable Elementary School	50	50	100	57	57%
Side Creek Elementary School	50	0	50	65	130%
Sixth Avenue Elementary School	50	50	100	70	70%
Tollgate Elementary School	50	50	100	51	51%
Vassar Elementary School	50	0	50	43	86%
Vaughn Elementary School	50	50	100	75	75%
Virginia Court Elementary School	50	50	100	78	78%
Wheeling Elementary School	50	50	100	81	81%
Yale Elementary School	50	0	50	43	86%
Total (Elementary School):	1,775	1,075	2,850	2,202	77%

Note. Red highlights indicate enrollment less than 75%; green indicates enrollment greater than 90%.



Table 20 Continued. School Fifth Block Slot Availability with Enrollment (2012)

School	General Fund	Title I / Additional	Total	Final Day Enrollment	Final Day % Enrollment
Aurora Hills Middle School	100	0	100	69	69%
Aurora West College Preparatory Academy	100	100	200	152	76%
Columbia Middle School	100	0	100	95	95%
East Middle School	100	100	200	151	76%
Mrachek Middle School	100	0	100	89	89%
North Middle School Health Sci & Tech	100	100	200	170	85%
South Middle School	50	100	150	134	89%
Total (Middle School):	650	400	1050	860	82%
Aurora Central High School	100	0	100	83	83%
Gateway High School	100	0	100	72	72%
Hinkley High School	100	0	100	48	48%
Rangeview High School	100	0	100	176	176%
William Smith High School	25	0	25	0	0%
Total (High School):	425	0	425	379	89%
Total (All Schools):	2,850	1,475	4,325	3,441	80%

Note. Red highlights indicate enrollment less than 75%; green indicates enrollment greater than 90%.



Summary

- The 2012 Fifth Block session saw a slight decline in the number of participants compared to 2011. A total of 3,441 students participated in the 2012 session. Just under one-third of students were participating for the second consecutive year, and about 10% for the third consecutive year.
- Relative to APS's overall K-12 population, white and African-American students were underrepresented during Fifth Block. Hispanic students were overrepresented.
- Nearly 55% of Fifth Block students were designated as English Language Learners (ELLs), compared to 37.9% of K-12 students for the 2011-12 school year.
- Analyses of CSAP/TCAP growth data for 2011 Fifth Block participants showed that in writing students who have completed three sessions of Fifth Block tend to achieve higher growth than non-participants. In math, students who complete one, two, or three years of Fifth Block all tend to achieve higher growth than non-participants.
- Results for principal, teacher, and parent surveys suggest that the majority of stakeholders believe that students benefit academically from participating in the Fifth Block. In regard to overall satisfaction, rates of agreement on the three surveys were 85.7% for principals, 91.9% for teachers, and 86.4% for parents.
- A preliminary cost analysis for 2012 Fifth Block indicates a total operating expense of \$1,614,908, which was equal to a per-pupil cost of \$469.31. Total costs were down from 2011, although the per-pupil cost increased slightly.