2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[ ] Elementary [ ] MIddle [X] High [ ] K-12
[ ] Charte [ ] Title I [ ] Magnet [ ] Choice

Name of Principal   Ms. Patricia Hager

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Gretchen Whitney High School

(As it should appear in the official records)

School Mailing Address   16800 Shoemaker

(If address is P.O. Box, also include street address.)

Cerritos   California   90703-1244
City   State   Zip Code+4(9 digits total)

County   Los Angeles   State School Code Number* N/A

Telephone (562) 926-5566   Fax   (562) 926-2751

Web site/URL www.whitneyhs.org   E-mail   Patricia.Hager@abcusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Dr. Gary SmutsEd.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   ABC Unified School District   Tel. (562) 926-5566

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mr. Mark Pulido

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT   (Question 1-2 not applicable to private schools)

1.   Number of schools in the district:

21	Elementary schools
5	Middle schools
0	Junior High Schools
4	High schools
1	Other
31	TOTAL

2.   District Per Pupil Expenditure: 5184

Average State Per Pupil Expenditure: 7645

SCHOOL   (To be completed by all schools)

3.   Category that best describes the area where the school is located
.
- [X]   Urban or large central city
- [   ]   Suburban school with characteristics typical of an urban are
- [   ]   Suburban
- [   ]   Small city or town in a rural are
- [   ]   Rural

4.   7   Number of years the principal has been in her/his position at this school.

0   If fewer than three years, how long was the previous principal at this school?

5.   Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0		**7**	75	90	165
K	0	0	0		**8**	88	77	165
1	0	0	0		**9**	92	85	177
2	0	0	0		**10**	83	92	175
3	0	0	0		**11**	72	98	170
4	0	0	0		**12**	77	96	173
5	0	0	0		**Other**	0	0	0
6	0	0	0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								1025

6. Racial/ethnic composition of the school:

1	%	American Indian or Alaska Native
87	%	Asian or Pacific Islander
1	%	Black or African American
6	%	Hispanic or Latino
5	%	White

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past yea ____1____ %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	5
(2)	Number of students who transferred from the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	1025
(5)	Total transferred students in row (3) divided by total students in row	0.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: ____0____ %

____0____ Total Number Limited English Proficient

Number of languages represented ____14____

Specify languages: Arabic, Contonese, Chaozhau, Tagalog, Gujarati, Hindi, Ilocano, Khmer, Korean, Mandarin, Portuguese, Russian, Spanish, and Taiwanese

9. Students eligible for free/reduced-priced meals ____11____ %

Total number students who qualify: ____114____

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: _____0_____ %

_____0_____ Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impairment
0	Deaf-Blindnes	0	Specific Learning Disabilit
0	Emotional Disturbanc	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-time**
Administrator(s)	2	0
Classroom teachers	43	3
Special resource teachers/specialist	0	0
Paraprofessionals	0	0
Support Staff	21	4
Total number	66	7

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   _____32_____ **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	99 %	99 %	99 %	99 %	98 %
Daily teacher attendance	99 %	99 %	99 %	99 %	99 %
Teacher turnover rate	1 %	1 %	1 %	1 %	1 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	1 %	1 %	1 %	1 %	1 %

Please provide all explanations below

Our rates of daily attendance and graduation reflect our public prep population. Faculty and students are motivated, focused, and dedicated to achieving our mission statement. We have a positive learning environment and so we attract families and once admitted to

Whitney, few leave.

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	174	
Enrolled in a 4-year college or university	92	%
Enrolled in a community college	8	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Vision: We strive to be the best public college prep school in the world.

Whitney High School is a public prep school located in the city of Cerritos, California, in Los Angeles County. The school matriculates 1025 students (grades 7 ' 12) from the entire ABC Unified School District. Whitney provides an alternative, academically challenging educational option for college bound students. The staff is highly committed to a research-based, results-driven instructional program that ensures that all students achieve. Students are provided with a rigorous, state content standards-based curriculum within a personalized learning and working environment. Whitney students have achieved one of the state's highest API scores (983 of 1000) since the inception of the state's Standardized Testing and Reporting Program. Recently, Whitney was recently listed in U.S. News &World Report and Newsweek magazine's 'Top 100 Schools' articles.

Our mission is to prepare students for acceptance in to and success at their 'best match' college or university. The faculty works closely with students and families to identify and pursue what is most appropriate for each student's unique individual interests, talents, and goals. To this end, Whitney has implemented many elements of the National Model for School Counseling reform document. The Guidance Team provides a top-notch academic, personal, and social counseling program and partners with teachers at the forefront of educational reform to create curriculum, identify successful instructional practices, and develop performance assessments. The school's nerve center is our College Resource Center (CRC); its staff maintains active relationships with over 120 college/university admissions officers and hosts annual visits from these schools to our site. Over 75% of all staff has visited universities as WHS representatives so that they become onsite college campus experts. These visits target colleges grouped according to geographic regions or thematic studies and are sponsored by the WHS Foundation, a parent fundraiser organization. The CRC helped our 185 graduates acquire over 5.5 million dollars in scholarships. College and career exploration activities are integrated into the curriculum. Our Career Center Director is dedicated to linking every 10th, 11th and 12th grader to an internship in the community. She has institutionalized a career speakers' program that coordinates over 60 career presenters; seminars are conducted on campus each week. College and Career Fairs are held during Back to School Night and Open House events as an extension of those activities to give families exposure to possible opportunities available.

WHS is an incredible place made special by its highly motivated students, highly professional staff, and very supportive parent community. The 'Whitney family' ideal is genuinely embraced and sustained throughout the organization. Our culture is based on a prevailing pioneer spirit and attitude ' we enjoy a challenge and tend to ignore conventional wisdom. We embrace freedom and encourage 'safe' risk taking. We believe in our students and their potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

Whitney utilizes multiple measures of assessment to determine schoolwide progress in assisting students to meet and exceed the state content standards. Through the California Standardized Testing and Reporting Program (STAR), students in grades 2 ' 11 are tested annually in various subject areas. Currently the STAR Program includes California Standards Tests (CST) in: English/language arts and mathematics in grades 2 ' 11, science and history/social science in grades 9-11, and a norm-referenced test, which assesses reading, language, and math in grades 2 ' 11, spelling in grades 2 ' 8, and science in grades 9 ' 11. The California Standards Tests (CST's) reflect student achievement in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced levels meet state standards in that content area. Since the implementation of the STAR Program, over 90% of our students have tested at proficient and advanced levels in English 'Language Arts and Mathematics. Detailed information regarding results for each grade and proficiency level is explained at the California Department of Education Web site http://star.cde.ca.gov/ and http://www.cde.ca.gov/ta/ac/ap/.

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. The annual growth target for a school is 5% of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (racial /ethnic subgroups and socioeconomic disadvantaged students). Since the inception of the California High School Exit Exam, all students have passed at their first sitting in the 10th grade.

Despite the fact that WHS has consistently been one of the highest achieving academic performing schools in the state, the school community recognizes the need for self-reflection and data analysis in order to increase student achievement. A variety of performance-based assessments allows students to demonstrate mastery of content standards in the classroom. Schoolwide formative and benchmark assessments measure student mastery of the content standards and are used to guide instruction. In all courses, student achievement is evaluated through additional teacher-prepared and project-based assessments aligned to the content standards. Authentic assessment tools are embedded in the curriculum and go through a continued process of review. In English, formative and summative assessments have been developed at each level of instruction; in Social Science, each course is required to have semester projects that reflect the semester's learning and acquisition of the content standards. Cross-curricular collaboration occurs in several subject areas. In English and Social Science, units are created that match literature to historical events; between English and Science, students have an experience that pairs a unit on DNA with analysis of Ayn Rand's novel Anthem; Science and Math departments team to develop units that combine Calculus and Physics in the analysis of problems and functions. In most cross-curricular projects and activities, unit-specific assessment tolls are developed that measure content-specific skill, strategy and knowledge acquisition. Formative comprehensive assessments are administered regularly at the end of every quarter and serve as mile-posts in the measurement of student achievement. Teachers utilize state-adopted core and supplementary instructional materials. Students are challenged to apply their learning to 'real-life' problems and issues.

2. **Using Assessment Results:**

Student achievement data are collected from multiple assessment sources and are reviewed to evaluate program effectiveness. Assessment data sources include site, district, state and national assessment tools designed to measure student achievement and program alignment to the state content standards. Data are collected from department-created rubrics and assessments, the California Standardized Testing and Reporting (STAR) Program (including California Standards Tests), the CAHSEE (California High School Exit Exams), the Scholastic Aptitude test, the ACT, and the Advanced Placement test programs. Examples of department created assessments include staff-developed rubrics for AP English classes; content area benchmark assessments (some created in collaboration with students), common content and level assessments in Math, and performance standards in Fine Arts. District wide level assessments are also utilized by the several departments to assess student acquisition of the state content standards. In Science and Foreign Language, site developed assessments are analyzed along with STAR and AP test

data to adjust and modify curriculum and instruction. Whitney staff utilizes the Longitudinal Assessment Reporting System (LARS) to disaggregate STAR assessment data to improve instructional practices, identify intervention needs and re-allocate school resources as necessary to help students maximize their academic achievement. Analysis of this data had led to (a) reallocating resources to increase the hours of after-school tutoring and intervention support (b) re-sequencing Math curriculum to improve middle school student success and reflect a more 'spiral' approach throughout upper division mathematics courses, (c) determining priority areas of staff development, and (d) revising existing or creating new courses.

3. **Communicating Assessment Results:**

The school vision, mission statement, and assessment results are communicated to all segments of the community through a variety of means. The community newspaper regularly publishes student achievement data. The district website provides the community with the following: the district Strategic Plan, Magnet School information, individual School Accountability Report Cards, Board Policy, STAR, and API Reports. The school website provides our community with the school vision, mission statement and instructional program information in English, Korean, Spanish, and Mandarin. Student achievement and assessment data is also communicated to parents in informational meetings conducted in English, Korean, Chinese and Spanish. Translated materials and information are provided as needed. All information at the district website can be read at the site in Spanish, Korean and Chinese.

4. **Sharing Success:**

WHS firmly believes in the value of sharing best practices with others and we are actively involved in several networking organizations that serve this purpose such as the California League of High Schools, California League of Middle Schools, Intel Lighthouse Schools, and Southern California Consortium of Top Performing Schools. We have an open door policy and actively participate in professional and student exchanges with sister schools James Ruse High School in Australia, two schools in Kakamigahara, Japan, and Ming Dao High School in Taiwan. Whitney was featured in a book by Pulitzer Prize winning writer Ed Humes, called School of Dreams, published in 2001, and often receives inquiries from educators interested in visiting our campus. Since September 2007, we have hosted guests from BASIS High School in Arizona, a teacher credentialing class from University of California, Irvine, a child development class from Cerritos College, a team from newly formed Firebaugh High School in Long Beach, California, and a group of Chinese educational dignitaries from Beijing. We have been interviewed by international news stations such as KBS America, Fermat Media Educational Broadcasting, and local newspapers. Our teachers are encouraged to participate in professional development activities that support sharing best practices, particularly in the areas of curriculum development, differentiated instructional strategies, and the integration of technology. Several of our teachers are frequently recruited to be guest presenters at various conferences and workshops.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Whitney's mission statement drives the rigorous, comprehensive, standards-based curriculum in which all students engage. WHS students are required to complete 230 units of coursework that include the following: four years of English, three years of Mathematics (including Algebra, most compete the higher level Math courses), three years of Social Science, two years of Science, two years of Physical Education, one year of Fine Arts and/or Foreign Language, and a half year of Health. WHS strongly promotes student advancement into rigorous Honors and Advanced Placement (AP) courses and highly encourages students to matriculate into courses at local post-secondary institutions to enrich their educational experiences and further prepare them for post-secondary study. Over 75% of students enrolled in grades 9-12 take AP courses and, of those, over 88% achieve passing scores of 3, 4 and 5; 27% of students are currently enrolled in, or have taken, college level courses. Over 94% of WHS graduates have completed all course requirements for University of California admission. Several Advanced Placement classes have a variety of grade levels represented reflecting the site's emphasis on providing students with choice and recognizing of each individual student's ability, academically and developmentally, to engage in the coursework.

WHS is committed to ensuring that all curricula aligns with the state content standards and is based on current research found in the reform documents, Aiming High, Second to None and WASC's Focus on Learning. Extensive curriculum planning is conducted in alignment with the content standards. Assessment data is also used to assist staff in evaluating the implementation of the curriculum plan and the continuous improvement of instructional practice. In Math, Social Science Foreign Language and Science classes, formative benchmark assessments, both site and district developed, are used to ensure student progress. Student class work, homework, projects, and assessments are aligned with the standards throughout the curriculum. Teachers review student work and assessment data to determine recommendations for initial placement as well as placement into advanced level classes. Departments meet regularly to develop and refine a departmental curriculum calendar that paces instruction.

In English/Language Arts, benchmark writing assignments have been developed at each grade level and portfolios are used in many classes. The department has developed course assignments and assessments that include rubrics. A new software program Advantage's GoMyAccess provides students with other means of electronic assessment and peer review. Each grade level focuses on developing student skills in writing types and genres specified in the state standards.

Articulation takes place within and across subject areas at all grade levels, within departments, and interdisciplinary teams. Due to the fact that we are a 7-12 school, there are frequent vertical team discussions to ensure the smooth transition of students from middle grade levels to high school. WHS also articulates with feeder schools; vertical teaming occurs in Mathematics, English/language-Arts, Foreign Language, Fine Arts, and other content areas so that informed decisions can be made regarding curriculum, instruction practice, and assessment ensuring a smooth and logical continuum of learning that parallels the state content standards.

Appropriate selection of instructional materials is made through a process that ensures their alignment with the state standards before local adoption. The process includes all stakeholder groups. Materials are reviews by staff for the incorporation of current research, content alignment to the state standards, instructional effectiveness, reflection of the state's diversity, inclusion of career awareness, and connection to real-life experiences. Recommendations for adoption are made and materials are subject to a community review.

2b. **(Secondary Schools) English:**

 Although all of our students read at grade level, pass the CAHSEE upon the first attempt, and we have no English Language Learner students enrolled, our teachers have all been trained in the SDAIE methodologies and other appropriate strategies for effective instruction that supports students who have been identified as 'at risk.'   The Guidance Team has in place a streamlined system of support services to assist students who struggle with academic or social/personal issues. Grade Level Advisors are assigned to two grade levels each and follow their students to graduation, which means that they become extremely

familiar with the individuals in their caseloads. Weekly progress reports are one tool to communicate with parents on a regular basis. Free after school tutoring is supervised by teachers and manned by upperclassmen daily. Transportation is provided at no cost to students.

English teachers have adopted the Jane Schaffer Writing Program in grades 7-9 because the program builds writing and reading skills through a lockstep formula approach that applies to any writing situation or prompt. English teachers plan group and cross-curricular projects with other disciplines such as Social Science, Science, and Physical Education to help motivate students and make learning meaningful.

Teachers employ a variety of technology and instructional strategies to try to meet the needs and ability levels of all students. Students are frequently required to research and make PowerPoint/multi-media presentations and teachers have access to updated technology that supports differentiated instruction. Seventeen SmartBoards have been permanently installed in different classrooms and two mobile SmartBoards are available for checkout. Teachers also have other equipment such as overhead projectors, TV/DVD players, and two media labs with internet access. This equipment supports lecture, student projects, presentations, research, demonstrations, and labs.

3. **Additional Curriculum Area:**

 In order to promote physical fitness and prevent obesity, students grades 7 ' 10 participate in an organized, sequential physical education curriculum. The new state content standards based physical education curriculum at WHS embeds health education and wellness topics throughout all units of instruction. Health topics are also a strong element of the eighth grade science curriculum. Multiple activities promote students making the right choices to maintain physical, mental, and emotional health. The district is in year three of a Safe Schools/Healthy Student Initiative, which is a multi-collaborative project involving 11 partner agencies designed to provide schools with a comprehensive set of resources to maintain safe schools and promote healthy students. An annual Healthy Kids Survey is administered to all 7th, 9th and 11th graders. The survey results inform our school community about health 'risk behaviors that include physical activity, nutritional habits, tobacco, and drug use. Analyzing the results has led to ongoing, continuous adjustments in the overall physical education curriculum and adjoining one semester health class graduation requirement. Two major activities that help promote student well being are the annual 9th grade Mini-Retreat and Senior Retreat. The theme of the 9th grade Mini-Retreat revolves around making good decisions and sessions are presented by faculty, alumni, and guest speakers from community agencies. Topics cover time management, bullying, building appropriate social relationships, teen pregnancy, etc. The Senior Retreat deals with transitioning into college. Content is determined by survey data and topics include dorm life, dealing with stress, personal finances, and self advocacy.

4. **Instructional Methods:**

  A variety of instructional strategies are incorporated throughout all classes. For example, in math classes, teachers have incorporated technology to support instruction. Two class sets of handheld 'Quizdom Elmo airliners' are regularly used in class for immediate feedback based on student responses to questions asked in class during a lesson. Teachers adjust pacing accordingly. Math teachers also frequently use class sets of mini-white boards so that students work out problems independently or in small groups. Teachers incorporate manipulatives and hands-on projects as instructional tools. A geometry assignment involved students making figures out of straws that represent different angles and shapes. Students are encouraged to decorate and personalize each of their creations that hang from the ceiling. An algebra group project requires drawing original house floor plans to scale and creating a model of the house. Outside of the classroom, student clubs such as Robotics and Space Settlement incorporate collaborative learning, inductive reasoning, and high levels of critical thinking to achieve their annual end goal of preparing for competitions. In all levels of Spanish, French, and Japanese, a typical lesson includes independent practice, Total Physical Response with singing and or physical movement, cooperative learning and the use of multi-media to present new concepts and check for understanding. The Survey elective course provides real world applications through Total Quality Management. Once an issue is posed, the class divides into groups and works through decision making processes to learn compromise and resolution. All classes support project based learning in order to promote critical thinking skills and creative problem solving.

5. **Professional Development:**

Whitney has a strong commitment to a professional development program that is designed to assist all staff and school community in fulfilling the school's vision and mission statements. The existing culture is one that supports an authentic and informal collegiality that has allowed maximum collaboration and reflection to occur. All of our full-time instructional staff are fully credentialed and are NCLB compliant. More than 95%

of the staff attends professional development opportunities in any given academic year to support our standards-aligned instructional program and increase student achievement. This past year, in English, faculty continued to build their skills by attending the UCLA Chancellor Conference on Literature, the Jane Schaffer Writing workshops series, GOMYACCESS training and AP conferences in Language and Literature. In Math, teachers attended the Cornell Math Camp, Quizdom workshops, and Texas Instruments ' Use of Technology workshops using CABRIE, a program similar to computer software geometry sketchpad programs that can be completely worked through calculator manipulation, and district sponsored technology workshops. Science teachers attended the National Science Teachers Association Convention. Many teachers attended district technology training in the use of SmartBoards and the Aeries information retrieval system (online attendance/ grading), the annual Computer Using Educators Conference, and the California League of High Schools' sponsored technology series. The Guidance Team annually attends the UC and CSU Counselor Conferences and Financial Aid conferences sponsored by the California Student Aid Commission. AP teachers across all content areas attended summer institutes and nearly half the staff completed CLAD training. Administrators attended AB75 workshops as well as district workshops on current educational legislation and policy. Mechanisms are in place to allow teachers to share new information, observe and coach each other and collaborate on 'follow-up' activities. New teachers are supported through the 'Beginning Teacher Support and Assessment (BTSA) induction program. Teachers are able to also self refer to the Peer Assistance and Support System (PASS) program for voluntary assistance. Department Chairs mentor new teachers providing them with support, supplementary materials, ideas and other resources.

Teachers interact with each other in department meetings, interdisciplinary teams, and district curriculum meetings. Classified staff meets regularly in job-alike meetings and are represented in general staff and leadership meetings.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA)   Grade 8   Test CST and CAPA

Edition/Publication Year _____   Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring 2007	Spring 2007	Spring 2007	Spring 2007	Spring 2007
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
proficient/advanced	69	83	80	77	70
% "Exceeding" State Standards					
advanced	42	67	62	56	53
Number of students tested	165	160	164	165	162
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 8   Test CST Math combined

Edition/Publication Year _____   Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards proficient/advanced	96	87	84		
% "Exceeding" State Standards					
Number of students tested	163	160	165		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 9   Test CST and CAPA

Edition/Publication Year _____   Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards proficient/advanced	97	96	96	83	87
% "Exceeding" State Standards advanced	94	92	92	66	74
Number of students tested	175	171	180	178	178
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 10   Test CST and CAPA

Edition/Publication Year _____   Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
proficient/advanced	82	90	82	77	81
% "Exceeding" State Standards					
advanced	65	80	62	56	69
Number of students tested	170	175	182	182	160
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 10   Test CAHSEE

Edition/Publication Year _____   Publisher   ETS

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
pass	100	100	100	100	100
% "Exceeding" State Standards					
Number of students tested	173	172	174	173	173
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 11   Test CST and CAPA

Edition/Publication Year _____   Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring 2007	Spring 2007	Spring 2007	Spring 2007	Spring 2007
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards proficient/advanced	91	91	76	77	77
% "Exceeding" State Standards advanced	82	85	54	56	58
Number of students tested	171	174	175	160	170
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 11   Test CST and CAPA

Edition/Publication Year _____   Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	32				
% "Exceeding" State Standards	60				
Number of students tested	151				
Percent of total students tested	88				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	60				
% "Exceeding" State Standards	20				
Number of students tested	5				
2. Asian					
% "Meeting" plus % "Exceeding" State Standard	28	46			
% "Exceeding" State Standards	67	48			
Number of students tested	116	130			
3. Filipino					
% "Meeting" plus % "Exceeding" State Standard	39	47			
% "Exceeding" State Standards	44	35			
Number of students tested	18	17			
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	67	33			
% "Exceeding" State Standards	11	0			
Number of students tested	9	6			

Subject Reading (ELA)   Grade 7   Test CST and CAPA

Edition/Publication Year _____   Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		Spring 2006	Spring 2006	Spring 2006	Spring 2006
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards proficient/advanced	78	77	74	76	77
% "Exceeding" State Standards advanced	58	56	48	53	55
Number of students tested	161	165	162	164	166
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 7   Test CST Math Combined

Edition/Publication Year _____   Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring 2006	Spring 2006	Spring 2006	Spring 2006	Spring 2006
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards proficient/advanced	97	95	99		
% "Exceeding" State Standards					
Number of students tested	163	165	162		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					