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
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

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

Official School Name Redwood High School
(As it should appear in the official records)

School Mailing Address 395 Doherty Drive
(If address is P.O. Box, also include street address.)

Larkspur	California	94939-1536
City	State	Zip Code+4(9 digits total)

County Marin State School Code Number* 21654822132587

Telephone (415) 924-6200 Fax (415) 924-2113

Web site/URL www.redwood.org E-mail nneu@redwood.org

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

District Name Tamalpais Union High School District Tel. (415) 945-3720

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 Mrs. Susan Schmidt
(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:

_____	Elementary schools
_____	Middle schools
_____	Junior High Schools
5	High schools
_____	Other
5	TOTAL

2. District Per Pupil Expenditure: 12738

   Average State Per Pupil Expenditure: 7432

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban are
[X] Suburban
[ ] Small city or town in a rural are
[ ] Rural

4. 9 Number of years the principal has been in her/his position at this school.

   _____ 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		**7**			0
K			0		**8**	2	1	3
1			0		**9**	189	212	401
2			0		**10**	204	174	378
3			0		**11**	186	162	348
4			0		**12**	188	175	363
5			0		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								1493

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
7 %	Asian or Pacific Islander
2 %	Black or African American
5 %	Hispanic or Latino
85 %	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 9 %

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	33
(2)	Number of students who transferred from the school after October 1 until the end of the year	109
(3)	Total of all transferred students [sum of rows (1) and (2)]	142
(4)	Total number of students in the school as of October 1	1499
(5)	Total transferred students in row (3) divided by total students in row	0.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 1 %

20 Total Number Limited English Proficient

Number of languages represented 19

Specify languages: Albanian, Arabic, Cantonese, Dutch, Farsi (Persian), French, Gujarati, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin (Putonghua), Portuguese, Russian, Serbo-Croatian (Bosnian, Croation, Serbian), Spanish, and Vietnamese.

9. Students eligible for free/reduced-priced meals 3 %

Total number students who qualify: 48

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: 7 %

94 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.

4	Autism	5	Orthopedic Impairment
0	Deafness	10	Other Health Impairment
0	Deaf-Blindnes	43	Specific Learning Disabilit
23	Emotional Disturbanc	3	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	1	Visual Impairment Including Blindness
3	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)	4	0
Classroom teachers	70	11
Special resource teachers/specialist	5	0
Paraprofessionals	9	0
Support Staff	32	5
Total number	120	16

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 — 18 **: 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	97 %	97 %	98 %	97 %	97 %
Daily teacher attendance	96 %	96 %	96 %	96 %	96 %
Teacher turnover rate	5 %	5 %	5 %	6 %	6 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	14 %	19 %	21 %	17 %	15 %

Please provide all explanations below

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	341	
Enrolled in a 4-year college or university	72	%
Enrolled in a community college	21	%
Enrolled in vocational training	1	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	4	%
Unknown	2	%
Total	100	%

PART III - SUMMARY

Redwood High School is a learning community where students demonstrate academic and personal growth through authentic, rigorous, and relevant pursuits. We strive to instill in our learners the ability to investigate and explore, acquire knowledge through variety of experiences, and discover personal success through creative, balanced, and healthful endeavors.

Redwood High School is committed to its vision. Students, parents, staff, and community find an environment where learning and respect are the first priorities. Learning is everywhere in evidence: the Architectural Design class constructs an alternative energy resource; the U.S. History Advanced Placement Class investigates the Civil Rights Movement; Physical Education students research and construct personal health plans, and Drawing and Painting classes showcase samples of student work throughout the school.

Educating students is a three-way responsibility shared by the parent, the student and the school. Redwood High School staff is committed to providing the 1,500 students the necessary resources for a sound secondary school program. In turn, students and parents must fulfill certain commitments if the student is to gain the maximum benefits from the school program.

Teachers at Redwood are talented, experienced, and professional. Many belong to and participate in national organizations. Many take on governance and curricular leadership roles in the district. Redwood teachers contribute and participate in staff development activities. They attend and make presentations in national and local conferences. Teachers are available to students before school, during lunch, after school, and most importantly during office hours. Redwood teachers have an average of fourteen years of teaching experience overall and an average of seven years in the District. There are four administrators; the principal and two of the assistant principals have held their positions for four years or more. Parents are engaged in their student's learning. Parents are an active component of the school community. Not only do they serve on hiring committees and school councils (Site Council and Department Chair Council), but also they are adept fundraisers for the school. Last year the Redwood Foundation generated $600,000 to enrich the school and athletic programs. Because of this fundraising, Redwood boasts computer labs, video equipment, camera equipment, and software programs for its classrooms. Field trips and enrichment programs are made possible by this foundation. Parent volunteers are visible in the Counseling Office, on field trips, and during Advanced Placement testing as proctors.

Students at Redwood are talented people with a variety of interests. Because of Redwood's seven-period day, students are able to take a number of electives to further their interests. There are over twenty-five clubs ranging from the Chess Club to the Environmental Action Club to the Mock Trial Club. A Link Crew orientation program exists for freshmen and transfer students. Redwood has a strong leadership class and student-run enterprises like the BARK (school paper) and EPiC (theatre company), which value experiential learning. The band, the newspaper, and the drama programs participate in statewide and national competitions. Over 52% of Redwood's students participate in one or more sports. Peer Resource trains students to help their peers address periods or situations of difficulty. Students are actively involved in community service organizations and clubs such as Amigos, Interact, Special Olympics, and Habitat for Humanity.

In spring 2007, Redwood received a six-year term of accreditation from the Western Association of Schools and Colleges (WASC), which is the highest term that can be granted. The school has been recognized as a California Distinguished High School in 1990, 1996, 2003, and 2007.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

College Readiness Measures - For the SAT Reasoning assessments, Redwood High School's mean scores for the last three years for Critical Reading were 585, 581, and 577; for Mathematics the mean scores were 593, 602, and 591; and for the Writing component the mean scores were 588 and 586, which all are well above the state and national averages. Also, Redwood SAT Reasoning participation rates are 15%-20% higher than state and national rates. For Advanced Placement (AP) during the 2006-07 school year, 681 AP exams were taken by 344 students with 86% of the students scoring '3' or higher. Over the past five years, the rate of seniors completing the UC/CSU entrance requirements for Redwood has varied from a low of 64% for the Class of 2003 to a high of 69% for the Class of 2005, well above the state rates of mid-thirty percents.

State and Federal Measures - For the past three years on the English-Language Arts (ELA) CSTs, the percent of Redwood students scoring 'Proficient' and 'Advanced' ranged from 65% to 88% in grades 9-11. For the mathematics CSTs, the percent of students scoring 'Proficient' and 'Advanced' ranged from 15%-64% on the five subject-level assessments. For the last three years, 97%, 96%, and 98% of the grade 10 Redwood students passed the CAHSEE English-Language Arts section and 96%, 97%, and 97% passed the CAHSEE Mathematics portion. There is no 9th grade common assessment. Information on the California state assessment system is available at http://cahsee.cde.ca.gov/ .
The last three years of Redwood's growth API scores were 857, 850, and 871, respectively, and the school as met all AYP requirements under the No Child Left Behind (NCLB) program that was initiated in 2002.

Local Measures - Fifteen years ago, the Tamalpais Union High School District community selected fourteen student Outcomes describing what the community wanted their students to learn. These outcomes afforded departments the opportunity to select benchmarks and design assessments that measured student progress toward meeting the outcomes. Beginning in 2002, in addition to the state's graduation requirements and the district's course requirements, students were required to meet these four outcomes in order to graduate:

Outcome #1: Communicate articulately, effectively, and persuasively when speaking and writing.
Outcome #2: Read/view and analyze materials in a variety of disciplines.
Outcome #3: Use technology to access information, analyze/solve problems, and communicate ideas.
Outcome #5: Apply mathematical knowledge and skills to analyze and solve problems.

Performance is key to demonstrating proficiency in these areas. For example, to satisfy the Reading and Writing Outcomes, the performance assessment is the Direct Writing Assessment (DWA), an on-demand autobiographical narrative which must include reflection on the event; a Core Literacy Portfolio, a compilation of a student's best work; and a score of 350 on the ELA portion of the STAR exams. The portfolio is first submitted when a student is a sophomore. Although these assessments are administered at a particular grade level, the standard is a high school standard. Since 2002 students have demonstrated their Mathematics Outcome by attaining a scaled score of 350 or above on the California Standards Test (CST) in Mathematics, or passing the CAHSEE Math section. The Computer Literacy Outcome is fulfilled by passing the district's Computer Proficiency Challenge Exam. Over the last three years, between 98% and 99% of students pass all four of these District outcomes by graduation.

2. **Using Assessment Results:**

Assessing student performance has become part of a daily routine of teacher practice to evaluate student achievement as well as to drive instructional design. Assessing and analyzing student performance supports our four required outcomes, each of which has benchmarks and performance indicators. National, state, district, department, and course measures inform individual student learning plans, group and individual pedagogical approaches, site staff development plans, and curriculum revision. All course descriptions for every content area include explicit assessment features. Teachers are involved in the creation, administration, and evaluation of assessments at state, district, department, and course levels. Multiple measures provide a varied wealth of information that staff, parents, and students have learned to disaggregate, rely upon, question, dissect, justify, and inspire more effective means to support the whole student as a learner. The feedback cycle generates a momentum that engages staff in regular scrutiny and reflection on the learning process for all students.
As we examined our local assessments to gather specific information about what students need to know,

we examined CAHSEE, state standards, and framework materials to understand specific expectations. The writing requirements were examined in light of local assessments; math teachers reviewed the content expectations of a variety of math courses in light of the exit exam's expectations. Staff Development time was and is given to the presentation and analysis of assessment results and student performance. This spirit of reflective investigation contributes to Redwood's success.

3. **Communicating Assessment Results:**

The community learns about Redwood's local and state assessment results through teacher parent conversations, the Parent Teacher Student Association (PTSA) Newsletter, the Post, through Back-to-School Night and Open House, parent meetings at our feeder schools, in articles in the school newspaper, The Bark, through the principal's newsletter in the Redwood Post, PTSA meetings, parent tours, college nights, District Board meetings, and the school's web site. Local assessment results are shared at Board Meetings. The Performance Binder, a District report with disaggregated data concerning students' performance on local, state, and national assessments, is shared with the staff annually.

Each student receives notification of upcoming assessment dates and notification of progress toward completing outcomes. Student report cards do not present the outcome information yet; traditional semester grades and teacher comments are presented in report cards. In the last two years Redwood has adopted a system of reporting grade progress for each class three times a semester. These reports are mailed home and for many classes they are accessible to parents online. As teachers make greater use of online grading program, students and parents will be able to access grade information throughout the semester. The counseling office has a list of translators so that parents not fluent in English can have important information translated. Each freshman and his/her parents meet with the school counselor to create a Four-Year Plan, and there is a follow up meeting in the junior year to check on progress of credit attainment, outcome and assessment results, and college planning.

4. **Sharing Success:**

Redwood High School reaches other schools in its community in a variety of ways: small group discussions and presentations, parent organizations, community publications, and regular reports to the Board of Trustees. The Instructional Council, composed of principals and representatives from each of the district's departments, meets monthly. These meetings review and evaluate student performance results, course content, and provide a place where each of the high schools can share progress.

The Redwood Area Council is a body composed of Redwood's principal, the principals from its four main feeder schools, and the community college when appropriate. These regular meetings make possible a consistent exchange of information about program, student progress, parent education, and community activities.

Meetings to present Redwood High School's program to the feeder schools happen each fall. Essential in that presentation are the academic and extra-curricular strengths of the school. Redwood students from that feeder school present their experiences. Parent questions conclude the presentation. Formal articulation with feeder schools happens every year during spring semester. The needs of incoming students are discussed and the support services available at Redwood are reviewed. This exchange occurs over a series of meetings. The result is the ability to place students appropriately in math, world languages, and support programs. The positive aspects of program are reviewed, successes shared and new information exchanged. Music and drama do outreach presentations at local middle and elementary schools. Drama students work with middle and elementary students to write and perform plays. The school's web site publicizes successes including drama and music awards, sporting triumphs, and API scores.

The school newspaper also informs the community. Articles on Advanced Placement, state testing, local bond measures as well as the results of students' extracurricular activities are showcased in articles. The school newspaper is sent to feeder schools and to other high schools in the district.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

All students at Redwood High School have access to a rigorous, standards-based college preparatory curriculum. Students participate in a variety of learning experiences that require them to integrate material learned in class and apply that knowledge to performance-based projects. All students are required to take four years of English, three years of Mathematics (must include equivalent of one year of elementary algebra aligned with State Content Standards), four years of Social Studies, (Social Issues, World Cultures and Geography, World History, U.S. History, American Government, Economics), two years of laboratory science, 1 year of Visual/Performing Arts, two years of Physical Education, .5 units of Computer Literacy, and 55 to 60 units of electives. There are 220 units required for graduation, but the majority of students graduate with considerably more units.The Applied Technology Curriculum is arranged into three sections: Business Education, Computer Science, and Industrial Arts. Business Education consists of a series of Accounting courses that introduce students to the business world through analysis of financial data and the reporting of that data. Computer Science courses include Introduction to Computers, Computer Programming, Computer Graphics, and Web Design. Industrial Arts includes courses in Construction Technology, Architectural Design, and Engineering Design.

The English Curriculum is divided into lower and upper division sections. The primary goal of the freshman/sophomore English program is to develop in students the ability to use language skillfully and to interpret it effectively. The upper division program builds upon the lower division program with an emphasis on a higher level of student performance and more demanding, complex assignments and materials in courses ranging from Shakespeare to AP Literature.

The Fine Arts curriculum fosters students' abilities to create and analyze experiences, thereby encouraging intuitive and emotional as well as verbal responses. The visual and performing arts courses include Drawing and Painting, Ceramics, Photography, Drama and Music.

The Mathematics curriculum offers a spectrum of courses to meet the varied levels of ability, interests, and skills of Redwood students. Courses are offered for advanced mathematics students such as AP Calculus AB and BC, and AP Statistics. A partnership exists with the feeder schools to allow 8th graders to come to Redwood to take Geometry. Practical math courses such as Accounting and Business Math/Economics are also offered as well as a conceptual math course, Topics in Mathematics. For students who struggle in mathematics, Algebra is presented as a two-year program to support the state graduation requirement.

The Physical Education Department offers a well designed two-year core program that requires training of the body and the mind. The courses offered instruct students in fitness, health, nutrition, aquatics, dance, self-defense, first aid, CPR, as well as individual and teamsports.

The Science Department curriculum is divided in to Core Curriculum and the Upper Division Curriculum. The Integrated Science Core Curriculum is designed to give students the content knowledge and the critical thinking skills needed to prepare them for more advanced study in science. Students study biology, earth science, introductory chemistry, and introductory physics. After taking two years of Integrated Science, students can choose from chemistry, physics, and physiology or from three distinct clusters: Physical Science, Biomedical Science, and Environmental Science.

The Social Studies Department offers a four-year required program as well as a full slate of electives to meet various student interests. Electives including Women's History, Contemporary Issues, Philosophy, and Psychology support and add to the knowledge gained in the required courses. Advanced Placement courses are offered in Economics, US History, and European History.

The World Language Department curriculum offers a complete four-year program in French, Latin, Spanish, and our most recent addition, Mandarin. Our Spanish language program has adopted the TPRS (Teaching Proficiency Through Reading and Storytelling) method as our primary mode of instruction for years one and two, and we are piloting it for year three. TPRS is a research based method that emphasizes comprehensible input in the form of ad lib narratives and reading.

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

The primary goal of the freshman/sophomore program is to develop in students the ability touse language skillfully and to interpret it effectively. In order to accomplish this goal, students are expected to write regularly, read significant literature, practice formal and informal speaking, and develop the critical thinking skills necessary to complete the work successfully. Since these skills mutually reinforce each other, they are taught together, not as separate units. Writing at the freshman level moves from experience to idea; writing at the sophomore level includes much literary analysis.

The freshman/sophomore English program enables all students to increase their facility with language and to build a foundation for the more specialized, in-depth work in literature and composition required by the junior/senior English program. The junior/senior English program continues the work of the freshman/sophomore English program, while emphasizing a higher level of student performance and providing more demanding, complex assignments and materials.

Over the last few years, English teachers analyzed the data from district assessments to improve reading instruction in a number of ways. We adopted more non-fiction titles to engage male students; we created assignments that offer students more choice in their reading selections; and we generated a list of Narrative Strategies for students to use in their writing, to name a few. Results from the reading section of the Core Literacy Portfolio caused English teachers to look for new ways to teach important reading strategies and behaviors, such as analyzing texts, predicting, questioning, and re-reading. Students also engage in pre-reading activities to provide critical background information, clarify necessary terms, and strengthen awareness of text features. Additionally, the English Department produced a How to Read at Home video to teach students the best strategies for effective reading. Students engage in pre-reading activities to provide critical background information, clarify necessary terms, and strengthen awareness of text features.

3. **Additional Curriculum Area:**

The Math Department at Redwood offers a comprehensive program to meet the needs of all learners. The program has different strands for students depending upon ability and interest but all students are well equipped to pass CAHSEE as well as external measures such as AP exams. Over the last few years Math teachers have come together to develop teaching strategies to meet the new state requirement of Algebra for graduation. In addition to these strategies, a two-year Algebra program has been developed for students who need extra support to meet the algebra requirement. The Math Department also uses local outcomes, and state and national assessments to develop their skill and curriculum structure. In order for students to meet the District math requirements, essential skills are targeted. Teachers evaluate and develop practice problems and classroom instruction strategies as an essential component of staff development. In addition to the enhancement programs, the Math curriculum has offering as diverse as Accounting, Business Economics in Math, AP Calculus, AP Statistics, and Topics in Mathematics. This variety offers options for all students to take a comprehensive four-year program.

4. **Instructional Methods:**

Redwood High School is an innovative and exciting place where all students can learn and explore their interests. Our teachers employ a rich repertoire of teaching strategies to engage students in higher order thinking skills and to enable them to make connections between what they learn in the classroom and their own lives. Teachers provide instruction through a variety of teaching strategies including simulations and models, writing across the curriculum, portfolio assessment, and hands-on learning activities that address the various learning styles of our students. To promote positive learning opportunities, students are well aware of the standards and expected performance levels by which their work will be assessed.

Another way that we meet the needs of all students is through our new Cluster Program involving English and Social Studies courses. Clusters address the need for greater student/teacher interaction, and increase the feeling that teachers know students' abilities, skill levels, and interests.

Learning both in the community and in the classroom is demonstrated in a variety of settings. Students work with a community group to restore the tidal marsh at nearby Larkspur Creek. All science students participate in the Redwood Science Fair and Bio-med classes offered students the opportunity to job shadow as well as learn in the classroom. In Social Studies, economics students learn about comparative economic systems, business cycles, supply and demand, and foreign trade. In Journalism, students learn more than the technological aspects of newspaper production. There is an emphasis on the development of reporting techniques that reflect the role of journalists in society. Our school-to-career programs offer year round internships to interested students.

5. **Professional Development:**

Staff Development takes place at the District level, at the school site, and individually when staff members apply for Staff Development funding. At the District level, all teachers from each discipline meet together five times a year to discuss curricular issues and evaluate instruction and curriculum based on review of both local and state assessments. Each year six days are set aside for Redwood and District Staff Development. In the past year, both the English and Math Departments have used a few of these days as group scoring workshops. Using local assessments such as the Direct Write in English and the Math Assessment, teachers meet to train using sample student work scored on a District rubric, and then score live tests. These days conclude with a discussion of the student progress evidenced in the assessments and implications for instruction. Each department meets once a week to discuss current classroom practices, local, and state assessment results, lesson planning, and strategies for instructing students with special needs.

Historically the District has provided staff-development training to all teachers new to the District. This two-year program includes extensive training on Instructional Design using the Understanding by Design model. As an extension of this training, all District courses of study are in the process of being re-written (by teacher committee) to incorporate Understanding by Design methodologies. Currently the County and District are embarking on training to develop Professional Learning Communities at each site. All of these new programs support the concept of developing a common learning community at Redwood which will identify shared values, standards, and assessments.

Individual teachers take full advantage of outside staff development opportunities by attending conferences. A successful application for staff development funds must demonstrate how the activity is directly linked to Redwood's Instructional Improvement Plan. During monthly staff and weekly department meetings, teachers share information about recent staff development activities.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 10 Test CAHSEE

Edition/Publication Year 2006-2007 Publisher State of California

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient plus Advanced	97	97	96	98	95
% "Exceeding" State Standards Advanced	86	87	82	80	86
Number of students tested	352	399	374	378	347
Percent of total students tested	97	95	97	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	100	100	100	97	94
% "Exceeding" State Standards Advanced	96	89	87	83	93
Number of students tested	24	27	25	29	16
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	88	86	89	100	67
% "Exceeding" State Standards Advanced	69	75	53	36	27
Number of students tested	16	14	19	12	12
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	65	76	78	80	67
% "Exceeding" State Standards Advanced	32	24	33	40	25
Number of students tested	20	21	32	30	33
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	0	79	61	100	0
% "Exceeding" State Standards Advanced	0	47	29	58	0
Number of students tested	10	19	18	13	4

Subject Reading (ELA) Grade 10 Test CAHSEE

Edition/Publication Year 2006-2007 Publisher State of California

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient plus Advanced	98	98	97	96	98
% "Exceeding" State Standards Advanced	87	88	88	89	90
Number of students tested	337	378	371	397	352
Percent of total students tested	100	100	98	95	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	100	97	96	96	100
% "Exceeding" State Standards Advanced	94	90	96	92	87
Number of students tested	16	29	25	27	24
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	58	83	85	79	88
% "Exceeding" State Standards Advanced	36	55	74	92	63
Number of students tested	12	12	20	14	16
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	75	71	75	97	90
% "Exceeding" State Standards Advanced	47	24	50	53	15
Number of students tested	20	21	28	30	31
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	0	85	74	79	0
% "Exceeding" State Standards Advanced	0	69	47	47	0
Number of students tested	5	13	19	19	10

Subject Reading (ELA) Grade 9 Test CST

Edition/Publication Year 2006-2007 Publisher California Dept. of Education

	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 plus Advanced	88	82	82	81	79
% "Exceeding" State Standards Advanced	60	61	56	45	42
Number of students tested	376	366	418	376	378
Percent of total students tested	98	98	99	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	90	87	96	86	76
% "Exceeding" State Standards Advanced	55	61	64	0	0
Number of students tested	20	23	25	22	29
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	76	54	32	63	0
% "Exceeding" State Standards Advanced	35	27	9	0	0
Number of students tested	17	15	22	24	10
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	59	55	37	0	0
% "Exceeding" State Standards Advanced	23	33	14	0	0
Number of students tested	22	10	22	9	6
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	58	27	42	25	28
% "Exceeding" State Standards Advanced	10	9	13	4	8
Number of students tested	21	22	24	29	25

Subject Reading (ELA) Grade 11 Test CST

Edition/Publication Year 2006-2007 Publisher California Dept. of Education

	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 plus Advanced	73	61	69	67	65
% "Exceeding" State Standards Advanced	45	41	38	31	32
Number of students tested	343	316	314	303	268
Percent of total students tested	97	91	93	95	87
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	92	73	78	67	50
% "Exceeding" State Standards Advanced	40	50	37	0	0
Number of students tested	25	22	27	15	18
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	30	48	0	25	0
% "Exceeding" State Standards Advanced	0	24	0	0	0
Number of students tested	10	17	9	12	9
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	0	14	36	0	0
% "Exceeding" State Standards Advanced	0	14	0	0	0
Number of students tested	9	14	11	2	2
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced	22	10	25	9	18
% "Exceeding" State Standards Advanced	11	0	0	0	0
Number of students tested	18	20	24	22	11