

**REVISED 3-9-06**

**2005-2006 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal

Mr. Kevin Johnson

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

Official School Name

Foothill High School

(As it should appear in the official records)

School Mailing Address

4375 Foothill Road

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

Pleasanton

CA

94588-9720

City

State

Zip Code+4 (9 digits total)

County

Alameda

State School Code Number\*

01 75101 0130096

Telephone

(925) 461-6650

Fax

(925) 461-6633

Website/URL

<http://www.pleasanton.k12.ca.us/foothill/>

E-mail [kjohnson@pleasanton.k12.ca.us](mailto:kjohnson@pleasanton.k12.ca.us)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*

Dr. John Casey

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

District Name

Pleasanton Unified School District

Tel. (925) 426-4301

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson

Mr. Steven Pulido

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it 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.*

## **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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:    \_\_9\_\_ Elementary schools  
   \_\_3\_\_ Middle schools  
   \_\_0\_\_ Junior high schools  
   \_\_3\_\_ High schools  
   \_\_\_\_\_ Other
- \_\_15\_\_ TOTAL
2. District Per Pupil Expenditure:              \$ 7,130 (2003-04)        
     Average State Per Pupil Expenditure:       \$ 6,919 (2003-04)

**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 area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   11   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
PreK				7			
K				8			
1				9	306	305	611
2				10	314	272	586
3				11	310	282	592
4				12	242	286	528
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>2,317</b>

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school: 67 % White  
2 % Black or African American  
5 % Hispanic or Latino  
24 % Asian/Pacific Islander  
<1 % American Indian/Alaskan Native  
**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 year:   1   %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1.	2,317
(5)	Total transferred students in row (3) divided by total students in row (4).	>1
(6)	Amount in row (5) multiplied by 100.	1

8. Limited English Proficient students in the school: 1 %  
34 Total Number Limited English Proficient  
Number of languages represented: 13  
Specify languages: Cambodian, Cantonese, Farsi, German, Hindi, Korean, Mandarin, Mongolian, Persian, Pilipino, Punjabi, Serbian, and Spanish

9. Students eligible for free/reduced-priced meals:   1   %  
Total number students who qualify:  32

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  %  
 165  Total Number of Students Served

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

<u> 12 </u> Autism	<u>  3 </u> Orthopedic Impairment
<u>  0 </u> Deafness	<u> 20 </u> Other Health Impaired
<u>  0 </u> Deaf-Blindness	<u> 92 </u> Specific Learning Disability
<u>  9 </u> Emotional Disturbance	<u> 11 </u> Speech or Language Impairment
<u>  2 </u> Hearing Impairment	<u>  0 </u> Traumatic Brain Injury
<u> 11 </u> Mental Retardation	<u>  1 </u> Visual Impairment Including Blindness
<u>  4 </u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrators	<u>  4 </u>	<u>  0 </u>
Classroom teachers	<u> 110 </u>	<u>  15 </u>
Special resource teachers/specialists	<u>  13 </u>	<u>  0 </u>
Paraprofessionals	<u>  20 </u>	<u>  0 </u>
Support staff	<u>  35 </u>	<u>  6 </u>
Total number	<u> 182 </u>	<u>  21 </u>

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

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance (%)	97	97	97	96	96
Daily teacher attendance (%)	95	94	95	95	95
Teacher turnover rate (%)	9	5	4	N/A	N/A
Student dropout rate (%)	0	0	0	0	0
Student drop-off rate (%)	8	6	2	6	3

**Disparity between drop-out and drop-off rates**

Foothill High School is located in Pleasanton in the San Francisco East Bay area, a magnet for technology development and production. The disparity between dropout and drop-off rates, especially during 2003-04 and 2004-05, can probably be attributed in part to the downturn in some areas of the technology industry (for example, dot com) and other local economic changes.

14. Show what the students who graduated in Spring 2004-05 are doing as of September 2005-06.

Graduating class size	_492_
Enrolled in a 4-year college or university	_61_%
Enrolled in a community college	_34_%
Enrolled in vocational training	_2_%
Found employment	_>1_%
Military service	_>1_%
Other (travel, staying home, etc.)	_1_%
Unknown	_1_%
<b>Total</b>	<b>100 %</b>

### **PART III - SUMMARY**

*Students Come First*, Foothill High School's guiding principle, inspires our educational environment. Nestled next to the foothills of Pleasanton, we provide each of our students with a nurturing and innovative learning environment, stimulating their intellectual, emotional, and physical growth.

Foothill provides a comfortable atmosphere in which all newcomers feel welcome. A visitor to the campus immediately notices the organized, focused, academic environment where all students are motivated to succeed. From the engaging lessons in all classrooms, to the bustling quad at lunchtime, teachers encourage students to showcase their talents in a variety of ways. What makes us unique is that we are one of fewer than 35 schools in the state to have maintained an increase in our Academic Performance Index (API) scores, California's measure of school academic and performance growth, for five consecutive years. Advanced Placement test results are also improving with 75% of 1,110 tests earning a score of 3 or better, up from 61% of 200 tests seven years ago. Over 35 clubs are active on campus, and 81% of our students are involved in extracurricular activities.

Teachers consistently demonstrate academic commitment by employing teaching strategies that encourage every student to succeed. Foothill teachers are concerned, caring individuals who truly want optimal achievement for their students. Last year, 203 teachers, administrators, and support staff attended no fewer than 2,575 hours of different trainings, institutes, and conferences, and our staff has already accrued 1,688 hours in this current school year (January 2006). The staff works together creating a pleasant atmosphere and a smooth working environment for all. Counselors, career center specialists, and a dynamic library staff consistently support academic programs through individualized work with students. Our commitment to students is evidenced by the fact that 95% of students believe the educational program offered at Foothill prepares them for the pursuit of their goals.

We are proud of our level of parental involvement. Parents volunteer in a variety of capacities and work alongside teachers and staff to enhance the learning environment. Obviously, both the families and the staff remain committed to the youth who attend Foothill High School—a working example of a community coming together to raise its children.

Foothill High School opened its doors in 1973. Under current leadership, our school has grown from 1,000 students in 1995-1996 to over 2,300 students today. With such growth, Foothill has implemented many innovative programs: Latin, Japanese, Reading Improvement, Technical English, Video Production, and numerous advanced placement (AP) courses. In addition, Foothill has created several academies, such as Health and Bioscience, which provide small, more personal learning communities in the large school setting.

The community at large perceives the school to be academically rigorous yet concerned for the character and well-being of all students. Integrity, honesty, responsibility, respect, compassion, and self-discipline describe our community of character and are emphasized throughout the school year. Overwhelmingly, students agree that character education principles are supported at school.

Though our school continues to expand, it still remains a student-centered school with strong co-curricular and athletic programs. An active peer-tutoring program and homework club offer educational assistance for all students while students in Marching Band, choir, and programs like *We the People* compete at the highest levels. Students and their leaders actively shape a positive and involved school climate where all students have the opportunity to engage in activities that interest them. At the same time, a cooperative, professional relationship exists between the school and District leadership.

Staff and community realize that Foothill's mission is to educate the whole person. Test scores improve each year, students earn accolades for their extracurricular accomplishments, and staff reflect on ways to improve the educational environment for all students. We are proud to say that at Foothill High School, students truly do come first.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Description and explanation of assessment results:**

Assessment results for English/language arts (ELA) on the California Standards Test (CST) illustrate continuous growth over the last three years in all grade levels. The number of students proficient or advanced in grade 9 increased from 77% in 2003 to 79% in 2005, from 69% to 73% in grade 10, and from 63% to 71% in grade 11. In 2005, 50% of the school's economically disadvantaged students in grade 9 scored proficient or better against 26% across California. 17% of grade 10 English Learners scored proficient or better compared to 4% across the state. Black/African American students improved from 27% to 56% proficient or advanced in grade 10. Students with disabilities at grade 10 scored 15% proficient or above in 2005 compared with only 5% across the state. Asian students in grade 11 improved passage rate of those proficient or better on the ELA CST from 68% in 2003 to 83% in 2005.

Of Foothill's 570 10<sup>th</sup> graders, 98% passed the ELA section of the California High School Exit Exam (CAHSEE) in 2005, up from 97% the previous year and twenty two percentage points ahead of the state passage rate. In 2004, 91% of English learners passed the ELA section compared with only 39% across the state. Students scoring proficient or better in this group increased from 64% in 2003 to 82% in 2005. Students with disabilities pass the ELA section at nearly three times the state passage rate with 72% successful against 25% statewide in 2005. 97% of Asian students passed the ELA portion in 2005, outperforming Californian Asian students by 22 percentage points. 100% of Hispanic/Latino students passed the exam in 2004 compared with 62% across California. Black/African American students outperformed subgroup counterparts statewide by 34 percentage points in 2005, increasing pass rate from 83% to 88%.

Foothill High School provides a very rigorous mathematics curriculum. To challenge all students, the algebra curriculum was moved down from the high school to become a middle school expectation in 2004. As a result, geometry is now taught predominantly to 9<sup>th</sup> graders whereas in 2003 only the most talented freshman received this curriculum. Numbers of 9<sup>th</sup> graders taking this test increased from 158 (27%) in 2003 to 355 (60%) in 2005, a gain of greater than 33%. The rate of grade 9 students scoring proficient or better was 69% in 2005 compared to a state average of 47% with only 19% of students in California taking this test. 84% of Asian students in grade 9 achieved a grade of proficient or advanced in 2005. White students scoring proficient or above increased from 61% in 2004 to 64% in 2005. This group made up 40% of the 9<sup>th</sup> grade school population against only 8% statewide. The Algebra II curriculum, previously an 11<sup>th</sup> grade subject, has now become an expectation for 10<sup>th</sup> graders. The percentage of 10<sup>th</sup> graders taking this test increased from 20% in 2003 to almost 60% in 2005. 51% of students scored proficient or above compared to a state rate of 36%. 42% of 10<sup>th</sup> grade Hispanic/Latino students scored proficient or advanced while an average of only 18% of this group performed at this level across the state.

Passage rates of 10<sup>th</sup> grade students who sit the CAHSEE math exam the first time, increased from 95% in 2003 to 97% in 2005. Foothill's 10<sup>th</sup> grade passage rate stands 23 points ahead of the state average. The success rate for 11<sup>th</sup> graders increased from 35% in 2003 to 89% in 2005, testament to the effectiveness of interventions put in place to support students who had failed the exam at least once previously. The percentage of students proficient or advanced in all grade levels remains in the 80% range with a high of 88% in 2004. In 2004, 100% of English learners tested passed the test with 96% scoring proficient or better while the state passage rate for this group has remained below 50% for the last three years. Percentage pass rates for students with disabilities was 69% in 2005, 46 percentage points ahead of the state average. 84% of Hispanic/Latino students passed this exam in 2005 with 64% scoring proficient or advanced compared to 51% of the state's population. Over the past three years, an average of 82% of Black/African American students have passed the math CAHSEE against the state's average pass rate for three years of 41%.

This review of CST and CAHSEE data illustrates the existence of a powerful, well-aligned standards-based curriculum for all students at Foothill High School. The success of students in all subgroups compared with their California state counterparts is testament to the rigorous instructional program and



the variety of effective intervention programs in place addressing the needs of lower performing students.

### **State performance levels**

Foothill High School participates in the state assessment system. Results for the CSTs are reported by performance levels: advanced, proficient, basic, below basic, or far below basic. Overall scores are reported on a scale ranging from 150 to 600. A score of 300 to 349 demonstrates meeting the standard. A score exceeding 350 indicates exceeding the standard, with some variation in score ranges for performance levels per curriculum area. General state testing and accountability information can be found at: <http://www.cde.ca.gov/ta/>. Specific performance level information can be found at: <http://www.cde.ca.gov/ta/tg/sr/documents/star04perf.pdf>

## **2. Using assessment results to impact student achievement:**

Foothill High School uses standardized test data as the primary source to direct decisions in the creation and modification of curricula. The district employs a full time Director of Assessment to analyze and process annual results from the state mandated CAHSEE and the CSTs; SAT and College Board Advanced Placement (AP) exams are also analyzed to facilitate and plan for student achievement. Assessment of student performance has led to the creation of a *School-wide Action Plan* at Foothill; the plan, updated yearly, directs the departmental level *Instructional Improvement Plan* which administrators and department chairs use to strengthen programs for all students. The plans articulate specific improvement targets and detailed actions to achieve these goals. Early in the school year, Foothill staff review these school-wide goals and follow with department and course-specific meetings to determine how best to implement the action plans. For example, a goal was established to raise CST chemistry exam scores in 2004. Scores were broken down by state standard, and areas of need were identified for both the course as a whole and for individual teachers. Curriculum was modified, new units created, and classroom assessments designed to improve student understanding. With this successful strategy, scores improved 8%. Similar data driven decisions were implemented in U.S. and world history courses, raising scores 7% and 9% respectively. Over the past three years AP instructors have used a similar process to expand enrollment 31% while increasing average scores 5%.

At four-to-five week intervals during the school year, the counseling staff receives data for any student identified as “at risk” so intervention can begin. For example, students who fail any portion of CAHSEE are scheduled for an Academic Support/CAHSEE math and/or English course the following semester.

## **3. Communicating assessment results to students, parents, and the community:**

Foothill High School communicates information regarding student progress and achievement to parents, students, and the community in a variety of ways. At the beginning of the school year, an annual achievement report from the principal, articulating the previous year’s achievements and goals for the forthcoming year, is sent to parents responding to their prior notification from the State of California detailing individual student scores on CST and CAHSEE exams. Additionally, the Foothill High School website, in conjunction with the District’s website, communicates all assessment results and progress information such as Adequate Yearly Progress (AYP) and future academic goals, including the School Accountability Report Card (SARC). Parents can also obtain individual student performance through online grading, also available on the school’s website; in fact, over 60% of Foothill teachers post grades online. Teachers notify parents and students of mid-quarter and quarterly progress through formal assessment updates. Upon parental request, teachers and staff also communicate via weekly student progress reports, phone calls, emails, and student-parent-teacher conferences. Along with scheduled 504 and IEP meetings, teachers may initiate Student Success Team (SST) meetings, which include the student’s counselor, at least one administrator, and all of the student’s teachers. A school newsletter, *Talon Talk*, and a district internet-based newsletter, *E-Connection*, also inform parents and community members of student performance and assessment data.

## **4. Sharing successes with other schools:**

Foothill High School continually shares its successes within the school, district, and local community

through its website, through email, and through administrative, counseling, and staff contact. Foothill's comprehensive school website opens with a welcome letter from the principal. Updated monthly, the letter includes information about Foothill Students of the Month, academic and athletic achievements, and campus activities. Through the website, visitors have access to information about Foothill's award-winning marching band and choir, the Foothill Athletic Booster-sponsored athletics home page, and the Daily Bulletin, which is read to students in third period every day. In addition to academic achievements, the email newsletter, *E-Connection*, also contains updates and outcomes of events on campus, athletic competitions, and club activities.

While technology effectively distributes a great deal of information to students, parents, and the wider community, other forms of networking and collaboration support the sharing of school success. On a monthly basis, the principal collaborates with principals from other districts; additional monthly meetings include district-wide collaboration workgroups with all K-12 administrators. With several other districts, counselors meet quarterly, and within the district, counselors meet six times a year. Foothill's athletic director meets with fellow league coaches monthly, and as a group, ultimately work towards selecting and recognizing schools for the California Interscholastic Federation, the governing body of high school athletics; 90% of Foothill's athletic teams make this selection.

On campus, both students and teachers work towards active collaboration and sharing with other schools. The small learning communities—Health and Bioscience Academy; Art, Communication, Technology Academy; and Active Citizenship and Leadership Academy—continually interact with schools outside the district and with members of the community. The school's Teachers Observing Teachers (TOT) program and articulation visitations to/from feeder schools support the exchange of ideas and sharing of success. Campus clubs regularly visit other schools, particularly the Science Olympiad; DECA, a student marketing program; and *We the People*, a competitive civics program. Foothill German classes correspond with high schools in Germany, ultimately culminating in a study abroad program among the schools.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. All students engage with significant content based on high standards in the core curriculum:**

Foothill High School provides all students with a comprehensive and stimulating curriculum driven by State standards clearly embedded in instruction. Students are informed daily of class expectations and assignment objectives; 80% of students surveyed in the 2004 Western Association of Schools and Colleges self-study (WASC) felt that standards were communicated on a regular basis.

Student success in English is driven by the California State Standards. Data from assessment tools informs backwards-design planning for teaching of significant content. A writing portfolio system, peer editing and review, rubrics, and cooperative learning foster sequential skills in both content and conventions. Courses including Exploring Knowledge and Dynamics of Literature and Social Justice focus on diversity, global awareness, tolerance and ethical decision-making while Reading Support, honors and AP classes provide powerful learning opportunities and differentiated instruction for all.

Mathematics at Foothill comprises three course sequences to accommodate varying student abilities and academic interests; all sequences align with California Standards, and all AP courses align with College Board AP requirements. An "extended" sequence delivers Algebra I, Geometry, and Algebra II over four years meeting minimum admission requirements for University of California (UC) and California State University (CSU) colleges. The "traditional" sequence provides Geometry, Algebra II, Precalculus, and AP Statistics and/or AP Calculus AB over four years. A challenging honors sequence consists of Honors Geometry, Honors Algebra II, Honors Pre-calculus and AP Calculus BC (and/or AP Statistics).

Foothill High School's standards-driven, laboratory-based science curriculum is designed to address the needs of all students. Most students take a traditional "college-prep" program and progress through Biology, Chemistry and Physics, while the most talented freshmen enroll in Biology. For those who find a traditional program too fast-paced, Biological Science and Physical Science courses as well as Regional

Occupation Program (ROP) Environmental Science courses are offered. Students who complete the core science program may choose to continue their science experience by enrolling in Anatomy and Physiology, AP Biology, AP Chemistry, AP Physics or AP Environmental Science.

The social science program is based on the California State Content Standards and includes both honors and AP at all levels. All students take Global Studies, World History, United States History, Civics, and Economics. Elective social science classes include Psychology and AP Psychology, Comparative World Religions, Law and Society, AP US Government (*We the People*), and AP Human Geography.

The World Languages Department offers a variety of language acquisition opportunities meeting the California State Framework and the National Foreign Language Standards. The classes provide students with an appreciation not only of the language, but also of the culture. French, German, Japanese, and Spanish offer five-year programs that include AP Language and AP Literature for French and Spanish, and AP language for German. Japanese will be adding AP Language next year to its five-year program. The four-year Latin program offers AP Language, and the American Sign Language (ASL) program comprises a three-year curriculum which will expand to include ASL 4 next year.

The school's arts curriculum meets California State Framework requirements. Performing arts classes at several levels include: Marching Band, Color Guard, Percussion, Concert Band, Wind Ensemble, Jazz Band, Beginning Choir, Concert Choir, Chamber Singers, Orchestra/Strings, Orchestra/Winds, Drama, and Advanced Drama. Treble Choir and Dance will be added next year. Visual arts classes emphasize elements and principles of design, artistic perception, composition, and history in courses including Art, Advanced Art Portfolio, Studio Art, AP Studio Art, Ceramics, Photography, and Video Production. An annual "Visual and Performing Arts Week" involving the entire school showcases student achievement and strengthens community connections.

Physical Education is aligned to the California State Model Content Standards. Students develop personal fitness, appreciate physical activities, and learn healthy habits needed for a lifetime of fitness. By participating in a variety of physical activities, students develop and strengthen skills, knowledge of strategies and game rules, a positive self-image, and positive social interactions.

Foothill's special education program meets state and federal regulations through curriculum based on engagement with significant content and high standards. Students are included in mainstream electives and are provided with post-high-school transitional support through the district's workability program. With support from resource learning lab classes and collaborative teaching, resource students are integrated into mainstream classes. Self-contained special day class (SDC) programs serve students with moderate to severe disabilities who need direct instruction and modified materials to develop life skills, achieve state standards, and graduate from high school.

The career preparation curriculum provides students with opportunities to develop skills needed for academic and workplace success. Links with the local community are created through a Regional Occupation Program (ROP) with courses including Forestry/Natural Resources, Computer Networks and Systems, Crime Scene Investigations, and Auto Collision Repair. Recently developed academy pathways provide a small learning community atmosphere, academic rigor, and relevance in students' education.

## **2. The English curriculum and efforts made to support those reading below grade level:**

The Foothill English Department offers grade-specific differentiated classes, from reading and writing improvement classes to college preparatory classes and honors/AP classes. Classes are standards-based with specific writing objectives and designated core texts appropriate for each class. Courses divided by grade level and content area include: foundational genres at the 9<sup>th</sup> grade; multicultural literature at the 10<sup>th</sup> grade; American literature at the 11<sup>th</sup> grade; and a variety of choices at the 12<sup>th</sup> grade, including British Literature, World Literature, Advanced Composition, Exploring Knowledge, Literature and Social Justice, and AP Literature. Additionally, the department is currently piloting an Expository Reading and Writing class, which focuses on bringing senior students up to college reading and writing levels. Department members are also restructuring Technical English, a senior writing course designed to teach students relevant real-life writing applications, to meet both university credit requirements and student

needs. Examples of best teaching practices across grade levels include SAT vocabulary acquisition, critical reading development, individual and group presentation skills, and writing refinement through a comprehensive portfolio system.

The English Department, following its *Instructional Improvement Plan*, has focused on collaboration and teambuilding, regularly meeting in grade-level teams to align curriculum and meet student needs. For example, several programs are currently in place to support ninth graders. Foothill has a successful Advancement Via Individual Determination (AVID) program with 45 students enrolled in freshman AVID courses; currently, 108 students are enrolled in freshman through senior AVID courses. In its tenth year, Reading Improvement, a year-long freshman and sophomore English class, provides an opportunity for low-performing students to improve their reading skills. Additionally, Academic Support English, a class in its inaugural year, assists students reading below grade level and provides them with techniques that will enable them to be successful on standardized tests. Low-performing students are placed in these classes as a result of referrals made by middle school counselors and current freshman English teachers.

English Learners at Foothill receive English language development (ELD) standards-based instruction to acquire English language skills in a structured ELD class. All EL students receive specific language support services and are scheduled in other core classes with Cross-Cultural Language and Academic Development (CLAD) certified teachers.

### **3. Science and how it relates to essential skills and knowledge based on the school's mission.**

The science curriculum and department supports the school's mission to nurture and stimulate the intellectual, emotional, and physical growth of each student through a comprehensive and broad-based approach. From Biological and Physical Science, through Anatomy and Physiology and AP Physics, Foothill offers a program that caters to the individual needs of all students and a science curriculum that teaches essential science investigative skills and procedures. Science teachers continually seek ways to apply these skills in new and innovative ways. In Biology, a multimedia presentation is used to explain the concept of mitosis, and students perform cat dissections to explore mammalian muscular structure. Chemistry students learn endothermic principles by making ice cream. Student dance demonstrates transverse, longitudinal, and torsional waveforms in physics. Supplemental readings and pertinent newspaper articles are required in all classes to connect the curriculum to current events (e.g. "bird flu", infectious agent's mode of transportation, and tracking specific diseases). Science students are asked to correlate real-life examples by connecting a concept to something more tangible (e.g. relating the concept of inertia to an amusement park roller coaster). After core curriculum, challenge problems are given to the students to allow for synthesis and application of the concepts.

Stimulating curriculum is provided in every science course offering and beyond in order to foster the growth of the whole student. Students wishing to further their science educations have ample opportunities to do so. Many students choose to participate in the Science Olympiad Team or be a part of several local science fair competitions. Foothill-sponsored mentoring programs with local companies and agencies such as Applied Biosystems, Lawrence Livermore National Laboratory, and Sandia Labs provide excellent growth opportunities for students. Guest speakers are invited to class to bring science equations to real-world situations so that students see the immediate relevance of course material.

### **4. Different instructional methods implemented to improve student learning:**

Foothill High School teachers use a variety of instructional methods to encourage student learning including thematic and project-based learning, job shadowing, Socratic seminar discussions, critical-thinking activities, field trips, portfolios, scaffolding strategies, service learning, and technologically-integrated lessons. In all departments, teachers incorporate supplemental reading materials and learning activities which move students beyond the academic view of the classroom into the everyday world. Examples of best teaching practices across grade levels in the English Department include SAT vocabulary acquisition, critical reading development, individual and group presentation skills, and writing refinement through a comprehensive portfolio system. In the Math Department, effective teaching practices emphasize technology integration into assignments and student use of computer labs and the

internet on a regular basis. Math teachers also provide real-world application of math through field trips specifically oriented to the areas of math and science (e.g. Great America Math and Science Day). Students constantly problem-solve and practice time management, both individually and in groups.

The Special Education Department employs the collaborative model, which is highly effective in core academic classes and encourages the least restrictive environment for students. Team-teaching in English, Algebra Essentials, and Economics reinforces regular instruction. Teachers collaborate to modify lessons and assessment. Severely Learning Handicapped (SLH) classes are life-skills oriented, utilizing realistic scenarios, job skills orientation, and innovative computer programs like Language Masters, which provides pronunciation and spelling assistances for standards-based achievement.

Within the classroom, technological tools that improve instruction include computers and VCR players in every class; additionally, teachers have access to LCD projectors and DVD players, as well as additional advanced technology, such as scanners and Smart Boards. Students use this technology to enhance the collaborative learning process, and one can expect to see PowerPoint presentations, short student-produced films, and interactive web design in classrooms at large.

##### **5. The professional development program and its impact on improving student achievement:**

Assessment of student performance has led to the creation of a *School-wide Action Plan* here at Foothill; the plan, updated yearly, directs the departmental level *Instructional Improvement Plan*, which in turn guides the professional development decisions made by the staff.

Teachers work collaboratively in departments to improve instructional practices and revise curriculum based on analysis of standardized test data. Additional site-based staff development requires teachers to participate in three staff development days, all of which are determined by both the school plan and departmental needs. Agendas include how to align curriculum and assessment with standards, how to create accessible curriculum for all students, including those with special needs, and how to meet the transitional needs of students between and exiting high school. On-site collaboration occurs regularly, including monthly staff and department meetings, as well as more frequent grade level, course-specific meetings, and Teachers Observing Teachers (TOT). TOT is a unique method of routine observation and staff development at Foothill High School. Implemented in 1998, teachers volunteer to participate in observing other teachers' methods and strategies in an interdisciplinary fashion. This is a successful program, as all teachers and classified staff are involved. Peer Assistance and Review (PAR), a statewide program, has been in place since 1999 and supports veteran teachers needing assistance from their colleagues while the Tri-Valley Teacher Induction Program (TV/TIP) provides support for teachers new to the profession. These programs ensure the District and school site provide guidance and support for all.

Foothill High School teachers continually seek out professional development; the 2004-2005 Conference Log shows teachers, administrators, and support staff attended no fewer than 2,575 hours of different trainings, institutes, and conferences. To date, in the current school year, staff have participated in 1,688 hours of training. When staff members return from these trainings, they disseminate conference information, standards, assessments, strategies, and current research to department members and relevant others. For example, the Special Education Department is heavily involved in standards-based professional development to support the team of teachers, specialists, and classroom aides.

Administrators are also involved in staff development opportunities, including attending Association of California School Administrators conferences and chairing WASC visiting committees. Classified staff, including Attendance, Counseling, and Nutritional Services employees, participate in monthly meetings at the District Office that offer a variety of professional development opportunities.

**PART VII – ASSESSMENT RESULTS**

**Foothill High School  
No Child Left Behind – Blue Ribbon School  
California Standards Test**

**Publisher - California Department of Education DataQuest 2003 - 2005  
<http://data1.cde.ca.gov/dataquest/>**

**Grade 9 English-Language Arts**

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	April	April	April
% At Advanced	55	42	42
% At or Above Proficient	79	78	77
% At or Above Basic	96	95	92
% Below Basic	4	4	5
% Far Below Basic	2	1	2
Mean Scale Score	398	384	381
Number of students tested	584	570	524
Percent of total students tested	99	100	97
Number of students alternatively assessed	17	12	9
Percent of students alternatively assessed	1	1	1
<b>SUBGROUP SCORES</b>			
<b>1a. Economically Disadvantaged</b>			
% At Advanced	8*	--*	--*
% At or Above Proficient	50	--*	--*
% At or Above Basic	75*	--*	--*
Mean Scaled Score	354	N/A	N/A
Number of students tested	12	6	8
% of Enrollment	2	1	1
<b>1b. Non-Economically Disadvantaged</b>			
% At Advanced	57*	42*	43*
% At or Above Proficient	80	79	79
% At or Above Basic	94*	95*	94*
Mean Scaled Score	399	384	382
Number of students tested	571	561	543
% of Enrollment	97	98	94
<b>2a. English Learners</b>			
% At Advanced	--*	--*	--*
% At or Above Proficient	--*	--*	--*
% At or Above Basic	--*	--*	--*
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	9	7	9
% of Enrollment	2	1	2
<b>2b. Fluent – English Proficient and English Only</b>			
% At Advanced	56*	43*	43*
% At or Above Proficient	80	79	79

% At or Above Basic	94*	96*	94*
Mean Scaled Score	399	385	382
Number of students tested	575	560	543
% of Enrollment	98	98	94
<b>3a. Students with Disabilities</b>			
% At Advanced	15*	10*	6*
% At or Above Proficient	26	29	23
% At or Above Basic	60*	62*	54*
Mean Scaled Score	327	322	312
Number of students tested	47	41	35
% of Enrollment	8	7	6
<b>3b. Students with No Reported Disability</b>			
% At Advanced	59*	45*	45*
% At or Above Proficient	84	82	82
% At or Above Basic	97*	98*	96*
Mean Scaled Score	404	389	386
Number of students tested	535	526	516
% of Enrollment	91	92	89
<b>4. White (not Hispanic)</b>			
% At Advanced	52*	N/A	N/A
% At or Above Proficient	78	78	77
% At or Above Basic	94*	N/A	N/A
Mean Scaled Score	394	382	379
Number of students tested	401	404	408
% of Enrollment	68	71	70
<b>5. Asian</b>			
% At Advanced	72*	N/A	N/A
% At or Above Proficient	86	85	88
% At or Above Basic	97*	N/A	N/A
Mean Scaled Score	419	397	397
Number of students tested	119	104	110
% of Enrollment	20	18	19
<b>6. Hispanic or Latino</b>			
% At Advanced	36*	N/A	N/A
% At or Above Proficient	67	58	67
% At or Above Basic	79*	N/A	N/A
Mean Scaled Score	367	368	364
Number of students tested	33	24	21
% of Enrollment	6	4	4
<b>7. Black or African-American</b>			
% At Advanced	31*	N/A	N/A
% At or Above Proficient	77	75	N/A
% At or Above Basic	85*	N/A	N/A
Mean Scaled Score	370	364	N/A
Number of students tested	13	12	9
% of Enrollment	2	2	2

Please see notes at end of tables (pg. 35) for **Note 1: N/A (Data Not Available)** and **Note 2: \* (Data Asterisked)**.

**Foothill High School  
No Child Left Behind – Blue Ribbon School  
California Standards Test**

**Publisher - California Department of Education DataQuest 2003 - 2005  
<http://data1.cde.ca.gov/dataquest/>**

**Grade 10 English-Language Arts**

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	April	April	April
% At Advanced	38	41	34
% At or Above Proficient	73	73	69
% At or Above Basic	91	91	90
% Below Basic	6	5	6
% Far Below Basic	3	3	4
Mean Scale Score	376	376	369
Number of students tested	575	553	524
Percent of total students tested	99	99	97
Number of students alternatively assessed	17	12	9
Percent of students alternatively assessed	1	1	1
<b>SUBGROUP SCORES</b>			
<b>1a. Economically Disadvantaged</b>			
% At Advanced	--*	--*	17*
% At or Above Proficient	--*	--*	42
% At or Above Basic	--*	--*	50*
Mean Scaled Score	N/A	N/A	324
Number of students tested	8	6	12
% of Enrollment	1	1	2
<b>1b. Non-Economically Disadvantaged</b>			
% At Advanced	38*	42*	34*
% At or Above Proficient	73	74	74
% At or Above Basic	91*	92*	90*
Mean Scaled Score	377	377	370
Number of students tested	565	545	508
% of Enrollment	97	98	94
<b>2a. English Learners</b>			
% At Advanced	--*	8*	--*
% At or Above Proficient	--*	17	--*
% At or Above Basic	--*	83*	--*
Mean Scaled Score	N/A	329	N/A
Number of students tested	3	12	6
% of Enrollment	1	2	1
<b>2b. Fluent – English Proficient and English Only</b>			
% At Advanced	38*	42*	35*
% At or Above Proficient	73	75	74
% At or Above Basic	90*	92*	91*
Mean Scaled Score	377	378	370



Number of students tested	570	539	513
% of Enrollment	98	97	95
<b>3a. Students with Disabilities</b>			
% At Advanced	3*	6*	5*
% At or Above Proficient	15	19	19
% At or Above Basic	34*	64*	42*
Mean Scaled Score	295	314	305
Number of students tested	39	31	57
% of Enrollment	7	6	11
<b>3b. Students with No Reported Disability</b>			
% At Advanced	40*	44*	38*
% At or Above Proficient	77	77	80
% At or Above Basic	94*	94*	96*
Mean Scaled Score	383	380	377
Number of students tested	534	520	461
% of Enrollment	92	93	85
<b>4. White (not Hispanic)</b>			
% At Advanced	37*	N/A	N/A
% At or Above Proficient	72	73	75
% At or Above Basic	91*	N/A	N/A
Mean Scaled Score	374	374	371
Number of students tested	397	394	378
% of Enrollment	68	71	70
<b>5. Asian</b>			
% At Advanced	54*	N/A	N/A
% At or Above Proficient	83	82	78
% At or Above Basic	95*	N/A	N/A
Mean Scaled Score	400	395	379
Number of students tested	109	112	79
% of Enrollment	19	20	15
<b>6. Hispanic or Latino</b>			
% At Advanced	25*	N/A	N/A
% At or Above Proficient	50	64	52
% At or Above Basic	79*	N/A	N/A
Mean Scaled Score	353	356	341
Number of students tested	28	22	33
% of Enrollment	5	4	6
<b>7. Black or African-American</b>			
% At Advanced	6*	N/A	N/A
% At or Above Proficient	56	64	27
% At or Above Basic	81*	N/A	N/A
Mean Scaled Score	341	359	329
Number of students tested	17	11	11
% of Enrollment	3	2	2

Please see notes at end of tables (pg.35) for Note 1: N/A (Data Not Available) and Note 2: \* (Data Asterisked).

**Foothill High School  
No Child Left Behind – Blue Ribbon School  
California Standards Test**

**Publisher - California Department of Education DataQuest 2003 - 2005  
<http://data1.cde.ca.gov/dataquest/>**

**Grade 11 English-Language Arts**

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	April	April	April
% At Advanced	40	29	27
% At or Above Proficient	71	65	63
% At or Above Basic	88	87	84
% Below Basic	6	8	8
% Far Below Basic	6	5	8
Mean Scale Score	375	364	360
Number of students tested	525	498	486
Percent of total students tested	98	99	95
Number of students alternatively assessed	17	12	9
Percent of students alternatively assessed	1	1	1
<b>SUBGROUP SCORES</b>			
<b>1a. Economically Disadvantaged</b>			
% At Advanced	--*	--*	N/A
% At or Above Proficient	--*	--*	N/A
% At or Above Basic	--*	--*	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	9	8	1
% of Enrollment	2	2	0
<b>1b. Non-Economically Disadvantaged</b>			
% At Advanced	40*	30*	N/A
% At or Above Proficient	72	66	63
% At or Above Basic	89*	87*	N/A
Mean Scaled Score	376	365	359
Number of students tested	516	489	466
% of Enrollment	96	98	92
<b>2a. English Learners</b>			
% At Advanced	--*	--*	N/A
% At or Above Proficient	--*	--*	N/A
% At or Above Basic	--*	--*	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	9	6	8
% of Enrollment	2	1	2
<b>2b. Fluent – English Proficient and English Only</b>			
% At Advanced	41*	30*	N/A
% At or Above Proficient	72	66	63
% At or Above Basic	90*	88*	N/A
Mean Scaled Score	376	366	360

Number of students tested	516	491	461
% of Enrollment	96	98	91
<b>3a. Students with Disabilities</b>			
% At Advanced	0*	8*	N/A
% At or Above Proficient	14	18	15
% At or Above Basic	57*	52*	N/A
Mean Scaled Score	301	300	284
Number of students tested	22	50	34
% of Enrollment	4	10	7
<b>3b. Students with No Reported Disability</b>			
% At Advanced	42*	32*	N/A
% At or Above Proficient	74	71	66
% At or Above Basic	90*	91*	N/A
Mean Scaled Score	378	372	365
Number of students tested	503	447	434
% of Enrollment	94	89	85
<b>4. White (not Hispanic)</b>			
% At Advanced	38*	N/A	N/A
% At or Above Proficient	70	66	62
% At or Above Basic	87*	N/A	N/A
Mean Scaled Score	376	364	359
Number of students tested	370	357	359
% of Enrollment	69	71	71
<b>5. Asian</b>			
% At Advanced	53*	N/A	N/A
% At or Above Proficient	83	74	68
% At or Above Basic	93*	N/A	N/A
Mean Scaled Score	396	377	371
Number of students tested	110	82	65
% of Enrollment	21	16	13
<b>6. Hispanic or Latino</b>			
% At Advanced	27*	N/A	N/A
% At or Above Proficient	59	53	50
% At or Above Basic	91*	N/A	N/A
Mean Scaled Score	357	337	326
Number of students tested	22	30	32
% of Enrollment	4	6	6
<b>7. Black or African-American</b>			
% At Advanced	9*	N/A	N/A
% At or Above Proficient	55	N/A	N/A
% At or Above Basic	63*	N/A	N/A
Mean Scaled Score	341	N/A	N/A
Number of students tested	11	10	10
% of Enrollment	2	2	2

Please see notes at end of tables (pg.35) for Note 1: N/A (Data Not Available) and Note 2: \* (Data Asterisked).

**Foothill High School**  
**No Child Left Behind – Blue Ribbon School**  
**California High School Exit Exam**

**Publisher - California Department of Education DataQuest 2003 - 2005**  
<http://data1.cde.ca.gov/dataquest/>

**Grade 10 English/Language Arts**

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	Combined	Combined	Combined
Number of students tested	570	557	522
Number Passed	556	542	510
% Passed	98	97	98
Number not passed	14	15	12
Percent not passed	2	3	2
Mean Scale Score	410	414	418
% At Advanced (all grade levels)	N/A	N/A	N/A
% At or Above Proficient (all grade levels)	87	89	86
% At or Above Basic (all grade levels)	N/A	N/A	N/A

**Grade 11 English/Language Arts**

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	Combined	Combined	Combined
Number of students tested	26	0	44
Number Passed	21	0	23
% Passed	81	0	52
Number not passed	5	0	21
Percent not passed	19	0	48
Mean Scale Score	379	0	357
% At Advanced (all grade levels)	N/A	N/A	N/A
% At or Above Proficient (all grade levels)	87	89	86
% At or Above Basic (all grade levels)	N/A	N/A	N/A

**Subgroup Scores (all grade levels)**

*(Note – Data for subgroup scores for individual grade levels is not available for 2002 and 2003 so data presented here represents all grades tested)*

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	Combined	Combined	Combined
<b>1a. Economically Disadvantaged</b>			
Number of students tested	11	10	10
Number Passed	8	N/A	N/A
% Passed	73	N/A	N/A
Number not passed	3	N/A	N/A
Percent not passed	27	N/A	N/A
Mean scaled score	376	N/A	N/A
% At Advanced	N/A	N/A	N/A

% Proficient or Above	N/A	55	55
% Basic or Above	N/A	N/A	N/A
<b>1b. Non-Economically Disadvantaged</b>			
Number of students tested	538	496	531
Number Passed	528	485	507
% Passed	98	98	95
Number not passed	10	11	24
Percent not passed	2	2	5
Mean Scale Score	411	414	415
% At Advanced	N/A	N/A	N/A
% Proficient or Above	N/A	N/A	N/A
% Basic or Above	N/A	N/A	N/A
<b>2a. English Learners</b>			
Number of students tested	10	11	9
Number Passed	N/A	10	N/A
% Passed	N/A	91	N/A
Number not passed	N/A	1	N/A
Percent not passed	N/A	9	N/A
Mean Scale Score	N/A	374	N/A
% At Advanced	N/A	N/A	N/A
% Proficient or Above	82	70	64
% Basic or Above	N/A	N/A	N/A
<b>2b. English Only</b>			
Number of students tested	508	462	499
Number Passed	493	448	474
% Passed	97	97	95
Number not passed	15	14	25
% not passed	3	3	5
Mean Scale Score	408	413	414
% At Advanced	N/A	N/A	N/A
% Proficient or Above	N/A	N/A	N/A
% Basic or Above	N/A	N/A	N/A
<b>3. Students with Disabilities</b>			
Number of students tested	43	34	89
Number Passed	31	26	67
% Passed	72	76	75
Number not passed	12	8	22
% not passed	28	24	25
Mean Scale Score	365	369	374
% At Advanced	N/A	N/A	N/A
% Proficient or Above	33	43	40
% Basic or Above	N/A	N/A	N/A
<b>4. White (not Hispanic)</b>			
Number of students tested	411	397	396
Number Passed	401	386	381
% Passed	98	97	96
Number not passed	10	11	15
% not passed	2	3	4
Mean Scale Score	409	412	417

% At Advanced	N/A	N/A	N/A
% Proficient or Above	87	89	90
% Basic or Above	N/A	N/A	N/A
<b>5. Asian</b>			
Number of students tested	116	111	80
Number Passed	113	110	75
% Passed	97	99	94
Number not passed	3	1	5
% not passed	3	1	6
Mean Scale Score	416	424	418
% At Advanced	N/A	N/A	N/A
% Proficient or Above	94	92	82
% Basic or Above	N/A	N/A	N/A
<b>6. Hispanic or Latino</b>			
Number of students tested	29	23	38
Number Passed	25	23	35
% Passed	86	100	92
Number not passed	4	0	3
% not passed	14	0	8
Mean Scale Score	394	405	398
% At Advanced	N/A	N/A	N/A
% Proficient or Above	75	100	71
% Basic or Above	N/A	N/A	N/A
<b>7. Black or African-American</b>			
Number of students tested	16	12	10
Number Passed	14	10	N/A
% Passed	88	83	N/A
Number not passed	2	2	N/A
% not passed	13	17	N/A
Mean Scale Score	389	386	N/A
% At Advanced	N/A	N/A	N/A
% Proficient or Above	64	N/A	N/A
% Basic or Above	N/A	N/A	N/A

*Please see notes at end of tables (pg.35) for Note 1: N/A (Data Not Available) and Note 2: \* (Data Asterisked).*

**Foothill High School  
No Child Left Behind – Blue Ribbon School  
California Standards Test**

**Publisher - California Department of Education DataQuest 2003 - 2005  
<http://data1.cde.ca.gov/dataquest/>**

**Grade 9 – Math – Geometry**

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	April	April	April
% At Advanced	36	26	54
% At or Above Proficient	69	65	91
% At or Above Basic	91	92	97
% Below Basic	8	7	3
% Far Below Basic	1	1	0
Mean Scale Score	394	381	422
Number of students tested	355	346	158
Percent of total students tested	60	61	27
Number of students alternatively assessed	17	12	9
Percent of students alternatively assessed	1	1	1
<b>SUBGROUP SCORES</b>			
<b>1a. Economically Disadvantaged</b>			
% At Advanced	--*	N/A	--*
% At or Above Proficient	--*	N/A	--*
% At or Above Basic	--*	N/A	--*
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	4	N/A	1
% of Enrollment	1	N/A	0
<b>1b. Non-Economically Disadvantaged</b>			
% At Advanced	36*	27*	56*
% At or Above Proficient	69	65	93
% At or Above Basic	90*	93*	98*
Mean Scaled Score	394	381	424
Number of students tested	350	347	153
% of Enrollment	59	61	26
<b>2a. English Learners</b>			
% At Advanced	--*	--*	--*
% At or Above Proficient	--*	--*	--*
% At or Above Basic	--*	--*	--*
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	5	4	6
% of Enrollment	1	1	1
<b>2b. Fluent – English Proficient and English Only</b>			
% At Advanced	36*	27*	55*
% At or Above Proficient	69	65	93
% At or Above Basic	91*	93*	98*
Mean Scaled Score	394	381	425

Number of students tested	350	343	149
% of Enrollment	59	60	26
<b>3a. Students with Disabilities</b>			
% At Advanced	20*	--*	--*
% At or Above Proficient	60*	--*	--*
% At or Above Basic	90*	--*	--*
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	10	8	3
% of Enrollment	2	1	1
<b>3b. Students with No Reported Disability</b>			
% At Advanced	37*	27*	56*
% At or Above Proficient	70	66	93
% At or Above Basic	92*	93*	98*
Mean Scaled Score	395	381	425
Number of students tested	344	339	151
% of Enrollment	58	59	26
<b>4. White (not Hispanic)</b>			
% At Advanced	27*	N/A	N/A
% At or Above Proficient	64	61	93
% At or Above Basic	90*	N/A	N/A
Mean Scaled Score	378	368	416
Number of students tested	236	232	87
% of Enrollment	40	41	15
<b>5. Asian</b>			
% At Advanced	60*	N/A	N/A
% At or Above Proficient	84	80	89
% At or Above Basic	96*	N/A	N/A
Mean Scaled Score	437	421	430
Number of students tested	92	84	66
% of Enrollment	16	15	11
<b>6. Hispanic or Latino</b>			
% At Advanced	45*	N/A	N/A
% At or Above Proficient	64	64	N/A
% At or Above Basic	99*	N/A	N/A
Mean Scaled Score	396	374	N/A
Number of students tested	11	11	1
% of Enrollment	2	2	0
<b>7. Black or African-American</b>			
% At Advanced	--*	N/A	N/A
% At or Above Proficient	--*	N/A	N/A
% At or Above Basic	--*	N/A	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	4	5	2
% of Enrollment	1	1	0

Please see notes at end of tables (pg.35) for Note 1: N/A (Data Not Available) and Note 2: \* (Data Asterisked).



**Foothill High School  
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California Standards Test**

**Publisher - California Department of Education DataQuest 2003 - 2005  
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**Grade 10 – Math – Geometry**

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	April	April	April
% At Advanced	3	7	11
% At or Above Proficient	15	41	54
% At or Above Basic	57	74	84
% Below Basic	34	23	14
% Far Below Basic	9	2	1
Mean Scale Score	308	339	354
Number of students tested	173	353	256
Percent of total students tested	30	63	47
Number of students alternatively assessed	17	12	9
Percent of students alternatively assessed	1	1	1
<b>SUBGROUP SCORES</b>			
<b>1a. Economically Disadvantaged</b>			
% At Advanced	--*	--*	--*
% At or Above Proficient	--*	--*	--*
% At or Above Basic	--*	--*	--*
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	4	5	1
% of Enrollment	1	1	0
<b>1b. Non-Economically Disadvantaged</b>			
% At Advanced	3*	7*	11*
% At or Above Proficient	14	42	55
% At or Above Basic	57*	75*	86*
Mean Scaled Score	307	339	354
Number of students tested	168	347	254
% of Enrollment	30	62	47
<b>2a. English Learners</b>			
% At Advanced	N/A	--*	N/A
% At or Above Proficient	N/A	--*	N/A
% At or Above Basic	N/A	--*	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	N/A	5	N/A
% of Enrollment	N/A	1	N/A
<b>2b. Fluent – English Proficient and English Only</b>			
% At Advanced	3*	7*	11*
% At or Above Proficient	15	41	55
% At or Above Basic	57*	74*	86*
Mean Scaled Score	307	338	354

Number of students tested	172	347	255
% of Enrollment	30	62	47
<b>3a. Students with Disabilities</b>			
% At Advanced	0*	0*	--*
% At or Above Proficient	0	7	--*
% At or Above Basic	8*	36*	--*
Mean Scaled Score	256	290	N/A
Number of students tested	13	14	6
% of Enrollment	2	3	1
<b>3b. Students with No Reported Disability</b>			
% At Advanced	3*	8*	11*
% At or Above Proficient	16	43	56
% At or Above Basic	61*	77*	87*
Mean Scaled Score	312	341	355
Number of students tested	159	338	249
% of Enrollment	27	61	56
<b>4. White (not Hispanic)</b>			
% At Advanced	3*	N/A	N/A
% At or Above Proficient	17	40	38
% At or Above Basic	56*	N/A	N/A
Mean Scaled Score	306	337	354
Number of students tested	139	281	205
% of Enrollment	24	50	38
<b>5. Asian</b>			
% At Advanced	10*	N/A	N/A
% At or Above Proficient	30	63	60
% At or Above Basic	60*	N/A	N/A
Mean Scaled Score	342	361	360
Number of students tested	11	38	30
% of Enrollment	2	7	6
<b>6. Hispanic or Latino</b>			
% At Advanced	0*	N/A	N/A
% At or Above Proficient	0*	29	27
% At or Above Basic	60*	N/A	N/A
Mean Scaled Score	N/A	326	330
Number of students tested	10	17	11
% of Enrollment	2	3	2
<b>7. Black or African-American</b>			
% At Advanced	--*	N/A	N/A
% At or Above Proficient	--*	N/A	N/A
% At or Above Basic	--*	N/A	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	7	8	4
% of Enrollment	1	1	1

Please see notes at end of tables (pg.35) for Note 1: N/A (Data Not Available) and Note 2: \* (Data Asterisked).

**Foothill High School  
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California Standards Test**

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**Grade 10 – Math – Algebra II**

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	April	April	April
% At Advanced	17	28	38
% At or Above Proficient	51	78	83
% At or Above Basic	81	93	98
% Below Basic	15	5	2
% Far Below Basic	4	2	0
Mean Scale Score	358	390	406
Number of students tested	346	157	110
Percent of total students tested	60	28	20
Number of students alternatively assessed	17	12	9
Percent of students alternatively assessed	1	1	1
<b>SUBGROUP SCORES</b>			
<b>1a. Economically Disadvantaged</b>			
% At Advanced	--*	N/A	--*
% At or Above Proficient	--*	N/A	--*
% At or Above Basic	N/A	N/A	--*
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	1	N/A	3
% of Enrollment	0	N/A	1
<b>1b. Non-Economically Disadvantaged</b>			
% At Advanced	17*	28*	37*
% At or Above Proficient	51	78	83
% At or Above Basic	81*	93*	98*
Mean Scaled Score	358	390	404
Number of students tested	345	157	106
% of Enrollment	59	28	20
<b>2a. English Learners</b>			
% At Advanced	--*	--*	--*
% At or Above Proficient	--*	--*	--*
% At or Above Basic	--*	--*	--*
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	2	6	1
% of Enrollment	0	1	0
<b>2b. Fluent – English Proficient and English Only</b>			
% At Advanced	17*	27*	38*
% At or Above Proficient	51	79	83
% At or Above Basic	81*	94*	98*
Mean Scaled Score	358	389	407

Number of students tested	344	151	108
% of Enrollment	59	27	20
<b>3a. Students with Disabilities</b>			
% At Advanced	--*	--*	--*
% At or Above Proficient	--*	--*	--*
% At or Above Basic	--*	---	--*
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	7	3	1
% of Enrollment	1	1	0
<b>3b. Students with No Reported Disability</b>			
% At Advanced	17*	29*	38*
% At or Above Proficient	51	79	83
% At or Above Basic	81*	93*	98*
Mean Scaled Score	358	390	406
Number of students tested	339	154	108
% of Enrollment	58	28	20
<b>4. White (not Hispanic)</b>			
% At Advanced	13*	N/A	N/A
% At or Above Proficient	44	74	82
% At or Above Basic	78*	N/A	N/A
Mean Scaled Score	348	380	407
Number of students tested	228	86	65
% of Enrollment	39	15	12
<b>5. Asian</b>			
% At Advanced	33*	N/A	N/A
% At or Above Proficient	72	84	91
% At or Above Basic	90*	N/A	N/A
Mean Scaled Score	392	402	418
Number of students tested	85	68	35
% of Enrollment	15	12	6
<b>6. Hispanic or Latino</b>			
% At Advanced	8*	N/A	N/A
% At or Above Proficient	42	N/A	N/A
% At or Above Basic	83*	N/A	N/A
Mean Scaled Score	341	N/A	N/A
Number of students tested	12	1	3
% of Enrollment	2	0	1
<b>7. Black or African-American</b>			
% At Advanced	--*	N/A	N/A
% At or Above Proficient	--*	N/A	N/A
% At or Above Basic	--*	N/A	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	5	2	1
% of Enrollment	1	0	0

Please see notes at end of tables (pg.35) for Note 1: N/A (Data Not Available) and Note 2: \* (Data Asterisked).

**Foothill High School  
No Child Left Behind – Blue Ribbon School  
California Standards Test**

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**Grade 11 – Math – Algebra II**

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	April	April	April
% At Advanced	4	2	2
% At or Above Proficient	27	31	30
% At or Above Basic	55	72	68
% Below Basic	25	22	22
% Far Below Basic	20	6	9
Mean Scale Score	358	328	323
Number of students tested	319	217	171
Percent of total students tested	59	43	34
Number of students alternatively assessed	17	12	9
Percent of students alternatively assessed	1	1	1
<b>SUBGROUP SCORES</b>			
<b>1a. Economically Disadvantaged</b>			
% At Advanced	--*	--*	N/A
% At or Above Proficient	--*	--*	N/A
% At or Above Basic	--*	--*	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	1	3	0
% of Enrollment	0	1	0
<b>1b. Non-Economically Disadvantaged</b>			
% At Advanced	4*	2*	N/A
% At or Above Proficient	27	31	30
% At or Above Basic	55*	73*	N/A
Mean Scaled Score	312	228	323
Number of students tested	315	214	165
% of Enrollment	59	43	32
<b>2a. English Learners</b>			
% At Advanced	--*	--*	N/A
% At or Above Proficient	--*	--*	N/A
% At or Above Basic	--*	--*	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	4	1	3
% of Enrollment	1	0	1
<b>2b. Fluent – English Proficient and English Only</b>			
% At Advanced	4*	2*	N/A
% At or Above Proficient	27	31	30
% At or Above Basic	55*	72*	N/A
Mean Scaled Score	312	328	324

Number of students tested	315	216	163
% of Enrollment	59	43	32
<b>3a. Students with Disabilities</b>			
% At Advanced	0*	--*	N/A
% At or Above Proficient	9	--*	N/A
% At or Above Basic	18*	--*	N/A
Mean Scaled Score	263	N/A	N/A
Number of students tested	11	4	1
% of Enrollment	2	1	0
<b>3b. Students with No Reported Disability</b>			
% At Advanced	4*	2*	N/A
% At or Above Proficient	28	31	30
% At or Above Basic	57*	72*	N/A
Mean Scaled Score	314	328	323
Number of students tested	308	213	164
% of Enrollment	57	43	32
<b>4. White (not Hispanic)</b>			
% At Advanced	4*	N/A	N/A
% At or Above Proficient	27	31	30
% At or Above Basic	52*	N/A	N/A
Mean Scaled Score	310	327	323
Number of students tested	254	167	135
% of Enrollment	47	33	27
<b>5. Asian</b>			
% At Advanced	6*	N/A	N/A
% At or Above Proficient	44	36	41
% At or Above Basic	70*	N/A	N/A
Mean Scaled Score	338	335	337
Number of students tested	34	28	17
% of Enrollment	6	6	3
<b>6. Hispanic or Latino</b>			
% At Advanced	0*	N/A	N/A
% At or Above Proficient	21	23	N/A
% At or Above Basic	57*	N/A	N/A
Mean Scaled Score	304	321	N/A
Number of students tested	14	13	7
% of Enrollment	3	3	1
<b>7. Black or African-American</b>			
% At Advanced	--*	N/A	N/A
% At or Above Proficient	--*	N/A	N/A
% At or Above Basic	--*	N/A	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	8	3	3
% of Enrollment	2	1	1

Please see notes at end of tables (pg.35) for Note 1: N/A (Data Not Available) and Note 2: \* (Data Asterisked).

**Foothill High School  
No Child Left Behind – Blue Ribbon School  
California Standards Test**

**Publisher - California Department of Education DataQuest 2003 - 2005  
<http://data1.cde.ca.gov/dataquest/>**

**Grade 11 – Math – Summative**

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	April	April	April
% At Advanced	35	31	22
% At or Above Proficient	82	79	67
% At or Above Basic	96	93	93
% Below Basic	3	8	4
% Far Below Basic	1	0	3
Mean Scale Score	402	397	380
Number of students tested	153	120	120
Percent of total students tested	29	24	24
Number of students alternatively assessed	17	12	9
Percent of students alternatively assessed	1	1	1
<b>SUBGROUP SCORES</b>			
<b>1a. Economically Disadvantaged</b>			
% At Advanced	--*	--*	N/A
% At or Above Proficient	--*	--*	N/A
% At or Above Basic	--*	--*	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	2	1	0
% of Enrollment	0	0	0
<b>1b. Non-Economically Disadvantaged</b>			
% At Advanced	36*	31*	N/A
% At or Above Proficient	83	78	68
% At or Above Basic	97*	92*	N/A
Mean Scaled Score	402	397	381
Number of students tested	151	119	114
% of Enrollment	28	24	22
<b>2a. English Learners</b>			
% At Advanced	--	N/A	N/A
% At or Above Proficient	--	N/A	N/A
% At or Above Basic	--	N/A	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	1	0	1
% of Enrollment	0	0	0
<b>2b. Fluent – English Proficient and English Only</b>			
% At Advanced	36*	31*	N/A
% At or Above Proficient	82	78	68
% At or Above Basic	97*	93*	N/A
Mean Scaled Score	402	397	381

Number of students tested	152	120	113
% of Enrollment	28	24	22
<b>3a. Students with Disabilities</b>			
% At Advanced	N/A	--*	N/A
% At or Above Proficient	N/A	--*	N/A
% At or Above Basic	N/A	--*	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	0	1	0
% of Enrollment	0	0	0
<b>3b. Students with No Reported Disability</b>			
% At Advanced	35*	31*	N/A
% At or Above Proficient	82	78	68
% At or Above Basic	96*	92*	N/A
Mean Scaled Score	402	397	381
Number of students tested	153	119	114
% of Enrollment	29	24	22
<b>4. White (not Hispanic)</b>			
% At Advanced	25*	N/A	N/A
% At or Above Proficient	82	77	70
% At or Above Basic	97*	N/A	N/A
Mean Scaled Score	392	396	366
Number of students tested	79	69	74
% of Enrollment	15	14	15
<b>5. Asian</b>			
% At Advanced	46*	N/A	N/A
% At or Above Proficient	83	85	63
% At or Above Basic	96*	N/A	N/A
Mean Scaled Score	413	409	392
Number of students tested	71	41	32
% of Enrollment	13	8	6
<b>6. Hispanic or Latino</b>			
% At Advanced	N/A	N/A	N/A
% At or Above Proficient	N/A	N/A	N/A
% At or Above Basic	N/A	N/A	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	0	3	4
% of Enrollment	0	1	1
<b>7. Black or African-American</b>			
% At Advanced	--*	N/A	N/A
% At or Above Proficient	--*	N/A	N/A
% At or Above Basic	--*	N/A	N/A
Mean Scaled Score	N/A	N/A	N/A
Number of students tested	2	2	2
% of Enrollment	0	0	0

Please see notes at end of tables (pg.35) for Note 1: N/A (Data Not Available) and Note 2: \* (Data Asterisked).



**Foothill High School  
No Child Left Behind – Blue Ribbon School  
California High School Exit Exam**

**Publisher - California Department of Education DataQuest 2003 - 2005  
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**Grade 10 Math**

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2003-03</b>
Testing month	Combined	Combined	Combined
Number of students tested	570	553	501
Number Passed	552	542	476
% Passed	97	98	95
Number not passed	18	11	25
Percent not passed	3	2	5
Mean Scale Score	409	414	404
% At Advanced (all grade levels)	N/A	N/A	N/A
% Proficient or Above (all grade levels)	81	88	81
% Basic or Above (all grade levels)	N/A	N/A	N/A

**Grade 11 Math**

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	Combined	Combined	Combined
Number of students tested	27	0	106
Number Passed	24	N/A	37
% Passed	89	N/A	35
Number not passed	3	N/A	69
Percent not passed	11	N/A	65
Mean Scale Score	368	N/A	343
% At Advanced (all grade levels)	N/A	N/A	N/A
% Proficient or Above (all grade levels)	81	88	81
% Basic or Above (all grade levels)	N/A	N/A	N/A

**Subgroup Scores (all grade levels)**

*(Note – Data for subgroup scores for individual grade levels is not available for 2002 and 2003 so data presented here represents all grades tested)*

<b>FOOTHILL HIGH SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>
Testing month	Combined	Combined	Combined
<b>1a. Economically Disadvantaged</b>			
Number of students tested	8	9	6
Number Passed	N/A	N/A	N/A
% Passed	N/A	N/A	N/A
Number not passed	N/A	N/A	N/A
Percent not passed	N/A	N/A	N/A
Mean scaled score	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A

% Proficient or Above	N/A	82	45
% Basic or Above	N/A	N/A	N/A
<b>1b. Non-Economically Disadvantaged</b>			
Number of students tested	540	491	556
Number Passed	526	482	480
% Passed	97	98	86
Number not passed	14	9	76
Percent not passed	3	2	14
Mean Scale Score	410	414	395
% At Advanced	N/A	N/A	N/A
% Proficient or Above	N/A	N/A	N/A
% Basic or Above	N/A	N/A	N/A
<b>2a. English Learners</b>			
Number of students tested	6	11	7
Number Passed	N/A	11	N/A
% Passed	N/A	100	N/A
Number not passed	N/A	0	N/A
Percent not passed	N/A	0	N/A
Mean Scale Score	N/A	426	N/A
% At Advanced	N/A	N/A	N/A
% Proficient or Above	--	96	--
% Basic or Above	N/A	N/A	N/A
<b>2b. English Only</b>			
Number of students tested	213	455	546
Number Passed	492	446	458
% Passed	96	98	84
Number not passed	21	9	88
% not passed	4	2	16
Mean Scale Score	405	411	392
% At Advanced	N/A	N/A	N/A
% Proficient or Above	N/A	N/A	N/A
% Basic or Above	N/A	N/A	N/A
<b>3. Students with Disabilities</b>			
Number of students tested	45	30	97
Number Passed	31	25	45
% Passed	69	83	46
Number not passed	14	5	52
% not passed	31	17	54
Mean Scale Score	361	378	353
% At Advanced	N/A	N/A	N/A
% Proficient or Above	30	48	25
% Basic or Above	N/A	N/A	N/A
<b>4. White (not Hispanic)</b>			
Number of students tested	413	395	406
Number Passed	399	387	369
% Passed	97	98	91
Number not passed	14	8	37
% not passed	3	2	9
Mean Scale Score	405	411	397

% At Advanced	N/A	N/A	N/A
% Proficient or Above	79	87	82
% Basic or Above	N/A	N/A	N/A
<b>5. Asian</b>			
Number of students tested	112	110	82
Number Passed	112	110	73
% Passed	100	100	89
Number not passed	0	0	9
% not passed	0	0	11
Mean Scale Score	427	432	414
% At Advanced	N/A	N/A	N/A
% Proficient or Above	93	96	92
% Basic or Above	N/A	N/A	N/A
<b>6. Hispanic or Latino</b>			
Number of students tested	31	23	51
Number Passed	26	22	32
% Passed	84	96	63
Number not passed	5	1	19
% not passed	16	4	37
Mean Scale Score	387	395	369
% At Advanced	N/A	N/A	N/A
% Proficient or Above	64	84	58
% Basic or Above	N/A	N/A	N/A
<b>7. Black or African-American</b>			
Number of students tested	16	12	12
Number Passed	14	11	8
% Passed	88	92	67
Number not passed	2	1	4
% not passed	13	8	33
Mean Scale Score	383	394	370
% At Advanced	N/A	N/A	N/A
% Proficient or Above	50	N/A	81
% Basic or Above	N/A	N/A	N/A

**NOTES:**

**Note 1: N/A (Data Not Available):** Information was not released by the state. This was due to:

- 1) The number of students taking the exam in a particular subgroup did not meet the reporting criteria (under 11 students reported),
- 2) The State did not begin tracking the information until a later date.

**Note 2: \* (Data asterisked):** Data presented with an asterisk is provided from School Site Summary Reports detailing proficiency levels by grade level from the California Department of Education Standardized Testing And Reporting (STAR) program.

- 1) This data is not publicly available on the California Department of Education website (<http://data1.cde.ca.gov/dataquest/>), which was used as the primary source for data in the tables.
- 2) Although the best possible attempt was made to collate and present complete information, three years of comparable data was not available in all subgroup categories.