

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

U.S. Department of Education

Type of School: High School

Name of Principal: Mr. James N. Fotinakes

Official School Name: Templeton High School

School Mailing Address: 1200 Main Street

Templeton, California 93465-9421
City State Zip Code

County: San Luis Obispo **State School Code Number:** 40-68841-4037701

District Name: Templeton Unified School District **Telephone:** (805) 434-5800

Telephone: (805) 434-5890 **Fax:** (805) 434-0743

Website/URL: <http://www.tusdnet.k12.ca.us/ths/index.htm> **E-mail:** jfotinakes@tusdnet.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.

(Principal's Signature) Date: _____

Name of Superintendent: Dr. Gary Duke

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.

(Superintendent's Signature) Date: _____

Name of School Board President/Chairperson: Dr. David LaRue

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.

(School Board President's Signature) Date: _____

PART I - ELIGIBILITY CERTIFICATION

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 years.
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

1. **Number of schools in the district:**
- 2 Elementary schools
 - 1 Middle schools
 - Junior high schools
 - 1 High schools
 - 3 Others: Eagle Canyon Continuation
Templeton Independent Study
Templeton Home School
 - 7 **TOTAL**

2. **District Per Pupil Expenditure:** \$6,783

Average State Per Pupil Expenditure: \$7,244

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. **Number of years the principal has been in his position at this school:** 14

Number of students as of October 1, 2005 enrolled at each grade level.

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	100	98	198
2				10	117	108	225
3				11	99	90	189
4				12	82	96	178
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							790

6. Racial/ethnic composition of the students in the school:

White..... 83 %
 Black or African American..... 1 %
 Hispanic or Latino..... 12 %
 Asian or Pacific Islander..... 2 %
 American Indian or Alaskan Native 2 %

Total100 %

7. Student turnover, or mobility rate, during the past year: 11 %

(1) Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	28
(2) Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	61
(3) Total of all transferred students [sum of rows (1) and (2)]	89
(4) Total number of students in the school as of October 1	792
(5) Total transferred students in row (3) divided by total students in row (4)	.1123
(6) Amount in row (5) multiplied by 100	11 %

8. Limited English Proficient students in the school: 2 %

Total Number Limited English Proficient **14**

- Number of languages represented: **6**
- Specify languages: Spanish, French, German, Italian, Portuguese, Japanese

9. Students eligible for free/reduced-priced meals: 8 %

- Total number students who qualify: **63**

10. Students receiving special education services: 6 %

- Total Number of Students Served: **49**

Autism..... 2	Orthopedic Impairment..... 2
Deafness..... 0	Other Health Impaired 1
Deaf-Blindness..... 0	Specific Learning Disability 41
Emotional Disturbance 2	Speech or Language Impairment 0
Hearing Impairment..... 0	Traumatic Brain Injury 0
Mental Retardation..... 1	Visual Impairment Including Blindness .. 0
Multiple Disabilities..... 0	

11. Full-time and part-time staff members:

Number of Faculty & Staff		
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	2	0
Classroom teachers.....	35	8
Special resource teachers/specialists...	2	0
Paraprofessionals.....	0	4
Support staff	5	9
Total number	44	21

12. Average school student-“classroom teacher” ratio: 21:1

13. Attendance Patterns:

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Daily student attendance	94 %	95 %	95 %	94 %	95 %
Daily teacher attendance	93 %	94 %	94 %	95 %	97 %
Teacher turnover rate	18 %	6 %	23 %	23 %	13 %
Student dropout rate	0 %	0 %	0 %	0 %	0 %
Student drop-off rate	8 %	8 %	17 %	9 %	6 %

14. Spring 2005 Graduates:

Graduating class size	176
Enrolled in a 4-year college or university	33 %
Enrolled in a community college	59 %
Enrolled in vocational training.....	1 %
Found employment	4 %
Military service	0 %
Other (travel, staying home, etc.).....	3 %
Unknown.....	0 %
 Total.....	 100 %

PART III – SUMMARY

Templeton High School serves a rural portion of northern San Luis Obispo County and is situated 90 miles north of Santa Barbara on the Central Coast of California. A total school population of 790 students is enrolled in grades nine through twelve. Current staff consists of a principal, an assistant principal, 43 teachers, two counselors, two resource specialists, a reading specialist, a district psychologist, a librarian, an EL coordinator, a multi-media specialist, six clericals, a career technician, a district health clerk, an athletic director, two campus supervisors, and four para-educators. The demographics of Templeton High School are as follows: 83% White; 12% Hispanic or Latino; 1% Black or African American; 2% American Indian or Alaskan Native; and 2% Asian or Pacific Islander. The student population reflects the socioeconomic levels in the community. The parents' occupations range from workers at the local hospital, state institutions, and construction industry to owners of large ranches, vineyards, and businesses. There are a growing number of students receiving Aid to Families with Dependent Children (AFDC) assistance, as well as many who are living with extended families.

Templeton High School was built in 1979, with major renovations resulting from a school bond measure passed in 1987. Located at the end of Main Street, the high school is a civic and social hub for the local community. THS has a proud tradition of those attributes best associated with quality semi-rural, small schools. It is known for exceptionally friendly students, capable and committed staff, caring and involved parents, and community volunteerism. An average class size of 21:1 increases teacher/student contact and contributes to the family-like atmosphere on campus. A great place to raise children, Templeton offers a peace and safety not found in larger cities. As a result, the families are committed to providing the best environment for their children and the community. The tradition of family values is extremely important, and it has always been a driving force in the school's culture. Respect and trust are cherished attributes that are nurtured. Our mission statement and reputation reflect academic excellence; thinking- and meaning-centered curricula; active student involvement and leadership; exemplary athletics; an exceptional vocational agricultural program; quality performing and fine arts programs; and outstanding college preparatory curricula.

The administration and staff are committed to providing rigorous core curricula for all students. The district's commitment to small class size and the school's high academic expectations support our goal for all students to reach their fullest potential and to instill in all students a love for life-long learning. All students are assured of equal access to the curricula, including those enrolled in special education, English Learners (EL), and Title I programs. We value the development of responsible and productive citizens for the future. Our school community values the use of technology to support the core curricula and facilitate research skills on the Internet. Professional collaboration and teacher planning are highly regarded by the principal and faculty because of its impact on student learning. Not only do we provide strong core curricula, but also strive to meet the needs of the whole child. As the school has grown in size, the primary challenge has been to maintain the small school atmosphere and values that make Templeton High School worthy of National Blue Ribbon recognition.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The California High School Exit Exam (CAHSEE), administered to all tenth graders, assesses student achievement to ensure that California public high school graduates can demonstrate grade level competencies in mathematics, reading, and writing. The English-Language Arts (ELA) section of the CAHSEE assesses California state standards in reading and writing. The reading portion of the exam includes questions on word analysis, reading comprehension, and literary response and analysis. The writing portion includes questions on strategies, conventions, and applications. The Mathematics section of the CAHSEE assesses California state standards through Algebra 1. The exam includes questions on statistics, data analysis, probability, and number sense; algebra and functions; measurement and geometry; mathematical reasoning; and Algebra 1.

To pass the CAHSEE, students must score a minimum of 350 out of 450 on each of the mathematics and English-Language Arts sections. Because the questions are released each year, and their level of difficulty varies, the raw scores are converted to a scaled score with 350 representing passing, 380 proficient, and 405 advanced. THS pass rates from the 2005 administration of the CAHSEE, 96% in ELA and 98% in math, are the highest in San Luis Obispo County and are among the highest in California. The disaggregated data indicates that 80% (ELA) and 66% (math) are at or above the proficient level. Further analysis indicates in ELA that 84% of the white, 67% of the socio-economically disadvantaged, 52% of the Hispanic or Latino, and 31% of the students with disabilities have scored at or above proficiency levels. In mathematics 68% of the white, 62% of the socio-economically disadvantaged, 57% of the Hispanic or Latino, and 25% of the students with disabilities have scored at or above proficiency levels. Similar proficiency levels can be seen in test results for years 2002/2003 and 2003/2004. Additional CAHSEE information may be found at: (<http://cahsee.cde.ca.gov>.)

The Academic Performance Index (API) is a single score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. In the past three years, Templeton High School has continued to improve its API scores, attaining a 761 in 2003, a 776 in 2004, and an exemplary 812 in 2005. Additional API information may be found at: (<http://api.cde.ca.gov/>.) The federal guidelines established by the No Child Left Behind (NCLB) Act of 2001 require each Local Education Agency (LEA) to meet common targets of performance called Adequate Yearly Progress (AYP). The AYP targets increase annually until 2014 when all schools and LEAs must have 100 percent of their students performing at or above proficient level on state tests. The target goals of proficiency for ELA and math in 2003/2004 were 10%, increasing to 20% in 2005.

Templeton High School students scored well above the AYP target goals in all demographic populations for the last three years). Proficiency results as reported by AYP in 2005 were; schoolwide 66%, Hispanic or Latino 57%, white 68%, socioeconomically disadvantaged 62%, and students with disabilities 25%. Students with disabilities, while predominately at or above the proficiency level, demonstrate disparate achievement when compared to schoolwide levels. These disparities can be attributed to a wide variety of special needs among students within this subgroup. AYP information may be found at: (<http://.ayp/cde.ca.gov/reports.asp>.)

2. Using Assessment Results: In the spring, core teachers utilize assessment data to make recommendations for placement of students in grades 9-12. All 8th-grade students take a practice CAHSEE. The results of the CAHSEE and other standardized tests, teacher recommendations, and grades are used by the counselors and members of the high school English/Language Arts and Math departments to place incoming 9th-grade students in the most appropriate courses. The Reading/Writing Lab is open to EL, Resource Specialists Program (RSP), and foreign exchange students, as well as any other students in grades 10-12 for whom intervention is appropriate. Assessment tools are also utilized to identify students in need of assistance and/or acceleration and to identify curricular areas of strength and/or weakness. Teachers guide students in assessing their own learning by clearly communicating standards, using rubrics, peer editing and critiquing, journal writing and modeling exemplary work, and willingly provide one-on-one assistance as needed. Teachers also utilize backwards-mapping lesson planning templates to ensure that learning expectations are embedded within the standards and are fully implemented. Numerous placement exam reports, such as the California State University's (CSU) *Summary of English Placement Test* and *Entry Level Mathematics* and the University of California's *Satisfying the Subject Exam Requirement*, assist the counseling staff and departments in modifying programs to prepare students for post-secondary education.

The content and performance standards at Templeton High School exceed those of the state. Standards-based semester final examinations, administered in many subject areas, assess higher order critical thinking skills as well as acquisition of knowledge. All final exams, aligned to state standards, are reviewed by site and district administration each semester. In addition to final examinations, student progress is monitored and instructional practices are adjusted using multiple assessment tools. Some of these include Standardized Testing and Reporting/California Standardized Tests (STAR/CST), Early Assessment Program (EAP), Advanced Placement (AP), SAT, ACT, Pulliam data interpretation, rubrics, portfolios, practical and skill exams, and Individualized Education Plan (IEP) goals and objectives.

3. Communicating Assessment Results: Student performance and assessment results are communicated to parents through formal six-week progress reports, semester report cards, and e-mail grade reports as requested. Bi-weekly reports are generated for athletes, English Learners (EL), and special needs students to monitor their progress and make recommendations for interventions. Parents can also access the School Accountability Report Card (SARC), as well as individual teacher web-based information on-line. Individual CST results, with comprehensive analyses, are mailed directly to parents.

Students have access to assessment data through periodic in-class grade postings, bi-weekly athletic, EL, and special needs grade checks. Analysis of student work includes teacher consultation and written critique, peer review, and self-assessment utilizing a variety of rubrics. On-line practice tests and lab experiments provide supplemental preparation and feedback. Student performance and assessment data is available to the community on-line at the school, district, county, and state educational web-sites. The SARC is presented annually to the school board and community and is available on-line. Local and county news media regularly report county-wide assessment results.

4. Sharing Success: Templeton High School prides itself on its collaboration with other schools. Administration and faculty regularly attend conferences and symposiums to share best teaching practices that lead to student success. Information on curriculum and instruction is shared at monthly county high school network meetings for administrators. Teachers and administrators from the county Regional Occupational Program (ROP) Consortia conduct monthly site visits to showcase how courses connect learning objectives to the real world. THS has been recognized by *Newsweek* magazine as one of the best high schools in America for the last two years.

The Templeton Biotechnology Institute (TBI) has twice been selected as a California Department of Education (CDE) demonstration site. Instructors and administrators from across the state visit THS to take part in laboratory demonstrations, roundtable discussions on program dynamics, including necessary equipment, fiscal concerns, curricula, and to see outstanding student work in the field of biotechnology. The TBI forensic science instructor collaborates with the California Association of Criminalists (CAC) to develop the Forensic Science High School Teacher Symposium. The TBI website (www.thsbiotech.org) provides an additional means to communicate program design and to answer inquiries from other schools. These settings provide opportunities for collegere, for broadening professional knowledge and skills, and for sharing both successes and challenges.

School and student achievement is recognized in local and county newspapers, parent newsletters, site and district web pages (www.tusdnet.k12.ca.us/this), academic awards assemblies, and student- and teacher-of-the-month luncheons. The extraordinary success of the mock trial and FFA parliamentary procedure teams at the county and state levels is shared with middle school students through demonstrations and the development of feeder programs. Talented musicians and vocalists are selected each year to participate in county and state honor bands and choirs that perform at schools and venues throughout the nation.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: A comprehensive schedule of courses serves all students. Every student must complete a 280-unit graduation requirement that includes four years each of English/language arts, history/social science, math, and science. In addition, students complete one year each of fine arts, practical arts, computer technology, health/driver's education, including CPR training and certification, two years of physical education, and sixty units of electives. Most students take at least two years of foreign language and may choose from Spanish, French, German or American Sign Language (ASL). A positive outcome of the fourth year math and science requirements is that seniors no longer have a lapse in their math and science education between the time they complete their high school requirements and when they take placement tests for their freshman year in college. Additionally, seniors may satisfy their four-year math and/or science requirement with job-relevant ROP and business education and technology courses.

Core curricula are aligned with the California standards and frameworks and reflect research-based approaches for implementing instruction that ensures optimal benefits for all students. Teachers work closely in district, site, and grade level teams to produce rigorous content in each

curricular area that exceeds minimum standards of proficiency. Courses for which California standards do not exist utilize demanding benchmarks established by teachers. In History/Social Science, for example, the ninth grade geography team designed and implemented a one-year course for freshmen and wrote standards for geography K-12 based on the National Geography Standards. Students must complete a four-year sequence of standards-based History/Social Science courses and may elect AP classes at each level, including AP Human Geography in grade nine. Primary sources, supplemental readings, simulations, and hands-on classroom and computer lab activities are utilized department-wide to extend learning and bring history to life. In mathematics, students choose from three pathways towards completion of their four-year requirement. The emphasis of the basic courses balances rigor with the acquisition of algebraic skills. College-prep courses extend and develop algebraic techniques, and offer students the opportunity to study plane, solid, coordinate, and non-Euclidean geometries. Accelerated courses prepare students to take Advanced Placement examinations and are intended for those individuals with a thorough knowledge of algebra, axiomatic geometry, trigonometry, and analytic geometry, who wish to pursue rigorous coursework in calculus and probability/statistics. Standards-based science curricula provide students with the principles, concepts, and methodologies required to understand the natural world around them. Laboratory-based courses assist students in developing critical thinking skills, encourage inquiry, and facilitate knowledge of scientific concepts. All courses enhance students' understanding of the relationships between science, technology, and society, and broaden their awareness of career opportunities in a variety of scientific disciplines. In addition to course offerings in general science, students can specialize in a Biotechnology concentration, as well as Advanced Placement courses in biology, chemistry, physics, and environmental studies. Standards-based English/language arts courses utilize core literature from a variety of genres and periods to improve fluency in reading, increase comprehension, and develop effective written communication for diverse audiences and purposes. The four-year continuum provides opportunities for students to demonstrate a command of Standard English conventions, as well as to speak, listen, and write effectively.

Honors, college prep, and AP courses in English/language arts, math, history/social science, science, and technology provide expanded opportunities for students to demonstrate higher level thinking. National standards also provide a blueprint for designing instruction and assessing student achievement in foreign language. Teachers enhance lessons in Spanish, French, German, and ASL with challenging activities from advanced ancillary and AP materials that extend the learning and enable students to progress towards increasingly more complex and abstract concepts. Fine and Performing Arts courses are aligned with the California standards in Visual and Performing Arts, and students are encouraged to explore a variety of art forms and to express their talents as unique individuals. The arts program is further described in item three of this section.

Application of higher level thinking and skills acquired in English/Language Arts, math, and science courses is also demonstrated through worksite and community-based activities available through Work Experience and ROP. Students participate in service-learning and real world business activities in Peer Communications and ROP courses. As a result, students can be found during the day at hospitals, elementary schools, farms, convalescent homes, and local businesses. Biotechnology and Criminal Law courses also include an internship component that all students must complete. A 30-hour job-shadowing BioTech internship equips students with entry-level job skills suitable to a biotechnology laboratory.

2. English: In order to meet the needs of all students, the Language Arts program includes standard, college prep, and honors or Advanced Placement courses at each grade level. English 9 classes follow the state reduced size recommendation of twenty students per section. Students enrolled in ninth grade standard English are concurrently enrolled in a reading/writing lab which concentrates on building students' skills and proficiency while reinforcing the content and concepts in the English 9 curriculum. During the labs, a para-educator and a RSP aide, or an upper level student aide, are present to assist in providing one-on-one tutoring and small-group instruction. Additionally, there is a reading/writing lab for students in grades 10 through 12 who have not passed the CAHSEE, need remediation, and/or need instruction utilizing a wide range of teaching strategies applicable to different learning modalities. All lab students (9 - 12) are given individualized diagnostic batteries to determine their reading, writing, and spelling proficiency levels and learning modalities. The lab curriculum is then designed to address these specific needs. Although the majority of students take this class as an elective, students with special needs may be placed in the lab for English credit by the resource specialist and counselor on an IEP or 504 Plan (Rehabilitation Act).

To better prepare our college bound students for success in reading and writing rhetorically at the college level, members of the English department have participated in the CSU Reading Institute for Academic Preparation (RIAP), a regional consortium of university faculty, community college instructors, administrators, and high school English teachers. The English teachers at all levels are implementing the RIAP Reading/Writing Template in teaching rhetorical reading and writing skills. Literature and grammar textbooks, which are in alignment with the California Standards and utilize the RIAP template, were adopted and purchased this year for grades 9 - 12. Eleventh and twelfth grade English teachers also utilize Early Assessment Program (EAP) data to identify specific skills and strategies needed for CSU placement.

3. Visual and Performing Arts: Challenging learning experiences are also provided by the Visual and Performing Arts Department through a wide spectrum of classes. The very nature of artistic expression requires students to use higher level thinking skills and knowledge from the core areas. Students are taught the fundamentals of the discipline through demonstrations, lectures, slides, videos, computers, and hands-on experiences. Student art work and photography is exhibited at the Paso Robles Art Gallery, the Mid-State Fair Grounds, and the THS Performing Arts Center foyer gallery, and portfolios are required in all advanced art courses. Professional artists and musicians are invited to classes to give students a broader, cosmopolitan view. In-house concerts and drama productions in the new 340 seat Performing Arts building extend and expand the scope of the entire curricula. Opportunities to attend jazz festivals and professional plays and musicals, and to perform in state honor bands and choirs, expose students to new and different career possibilities. In the spring of 2004, twenty-two THS choir students had the privilege to sing at Carnegie Hall in New York City, and will travel to Vancouver, Canada to perform in spring of 2006.

4. Instructional Methods: Teachers utilize standards- and research-based instructional strategies and materials, such as Marzano and Pickering's *Classroom Instruction That Works*, to address multiple learning modalities. English/Language Arts students illustrate vocabulary and literary themes and concepts using pictorial representations. Math students use manipulatives and create three-dimensional models to apply mathematical and spatial concepts. Additionally,

teachers use a variety of teacher-directed and student-centered strategies such as cooperative learning, seminars, summarizing and note-taking, identifying similarities and differences, and advanced organizers. Language Arts students work in cooperative groups to compare and contrast similar themes across works of different genres. Math classes utilize software to visualize and reinforce abstract mathematical concepts—Geometry Sketchpad, and Chariot technologies that are web-based and can also be accessed at home. History/Social Science students apply Geographic Information Systems (GIS) principles and software programs to analyze and interpret local and global environmental issues. Science laboratories provide a hands-on approach to both direct experimental and virtual simulations that reinforce concepts and demonstrate proficiency in the areas of laboratory skills, analysis of data, problem solving, and critical thinking.

Technology that is seamlessly integrated into instruction engages students in the learning process. Use of interactive Smart Boards, Global Positioning System (GPS) devices, and professional grade software for digital video editing, drafting, music composition, web-page design, multi-media, photography, journalism, yearbook, and programming immerses students in the concepts and makes the learning real. To further support instructional methods, all students have an account on the school's network server. Administrators, teachers, students, and parents can access School Loop (ths.schoolloop.com), an on-line virtual classroom where teachers can post assignments, bulletins, and grades, organize lessons, archive resources and student work, email students and parents, create homework chat rooms for students, and post web site links for student research projects. Access to the Internet is available in every classroom. Four computer labs and a Technology Center support instruction in Computer Service and Repair, Web Page Design, Multimedia Graphics, Advanced Placement Computer Science, as well as opportunities to schedule whole-class instruction.

5. Professional Development: Staff development focuses on helping students achieve local and state standards. Debra Pickering of the McREL Institute personally presented an in-service in 2002 on *Classroom Instruction that Works*, a research-based instructional strategies model for increasing student achievement, and this continues to provide the foundation for our professional development activities. Staff development days are also used by vertical teams to create district-wide standards-based final exams, to determine strengths and gaps in the curriculum, to improve the quality of instructional programs and to provide opportunities for teachers to observe exemplary practices offsite.

The administration, faculty, and staff broaden their professional knowledge and skills by participating in a wide variety of district, county, regional, state, and national staff development workshops and institutes in core, elective, and specialized areas. All teachers of advanced placement courses regularly attend one-day workshops and week-long summer institutes to enhance their curricula and align their courses with state standards. Monthly minimum days allow teachers to collaborate and focus on curriculum design, backwards mapping, standards-based lessons, and classroom management techniques that ultimately enhance student achievement, as evidenced by assessment results.

PART VII – ASSESSMENT RESULTS

Adequate Yearly Progress – English / Language Arts

Subject: **English / Language Arts**
 Grade: **10**
 Test: **California High School Exit Exam**
 Publisher: **Educational Testing Service (ETS)**
 Testing Month: **March**

SCHOOL WIDE SCORES	2005	2004	2003
All Students			
Percentage of students passing (Score of 350+)	96%	97%	98%
Percentage of students proficient (Score of 380+)	80%	80%	75%
Number of students enrolled	193	194	194
Number of students tested	185	188	189
Percent of total students tested	96%	96%	97%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES	2005	2004	2003
White			
Percentage of students passing (Score of 350+)	96%	97%	98%
Percentage of students proficient (Score of 380+)	84%	80%	78%
Number of students enrolled	167	162	170
Number of students tested	159	158	167
Percent of total students tested	95%	97%	98%
Latino			
Percentage of students passing (Score of 350+)	91%	96%	100%
Percentage of students proficient (Score of 380+)	52%	71%	56%
Number of students enrolled	22	26	19
Number of students tested	22	24	19
Percent of total students tested	100%	96%	100%
Socioeconomically Disadvantaged			
Percentage of students passing (Score of 350+)	100%	100%	100%
Percentage of students proficient (Score of 380+)	67%	79%	48%
Number of students enrolled	22	25	24
Number of students tested	22	24	21
Percent of total students tested	100%	96%	88%
Other Sub Groups (Less than 10 not listed)			

Adequate Yearly Progress - Mathematics

Subject: **Mathematics**
 Grade: **10**
 Test: **California High School Exit Exam (CAHSEE)**
 Publisher: **Educational Testing Service (ETS)**
 Testing Month: **March**

SCHOOL WIDE SCORES	2005	2004	2003
All Students			
Percentage of students passing (Score of 350+)	98%	95%	77%
Percentage of students proficient (Score of 380+)	66%	63%	75%
Number of students enrolled	193	194	194
Number of students tested	187	192	191
Percent of total students tested	97%	98%	98%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES	2005	2004	2003
White			
Percentage of students passing (Score of 350+)	99%	97%	80%
Percentage of students proficient (Score of 380+)	68%	64%	78%
Number of students enrolled	167	162	170
Number of students tested	161	160	167
Percent of total students tested	96%	98%	98%
Latino			
Percentage of students passing (Score of 350+)	95	84	33
Percentage of students proficient (Score of 380+)	57%	62%	56%
Number of students enrolled	22	26	19
Number of students tested	22	26	19
Percent of total students tested	100%	100%	100%
Socioeconomically Disadvantaged			
Percentage of students passing (Score of 350+)	100%	96%	48%
Percentage of students proficient (Score of 380+)	62%	52%	48%
Number of students enrolled	22	25	24
Number of students tested	22	25	21
Percent of total students tested	100%	100%	88%
Other Sub Groups (Less than 10 not listed)			