

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Mike White

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

Official School Name Lynbrook High School

(As it should appear in the official records)

School Mailing Address 1280 Johnson Ave.

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

San Jose

City

California

State

95129-4172

Zip Code+4(9 digits total)

County United States of Americ

State School Code Number* 053463

Telephone (408) 366-7700

Fax (408) 257-0551

Web site/URL http://www.lhs.fuhsd.org

E-mail mike_white@fuhsd.org

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

Date _____

Principal's Signature

Name of Superintendent Mrs. Polly Bove

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

District Name Fremont Union High School District

Tel. (408) 522-2201

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Nancy Newton

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

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

Date _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior High Schools
 _____ 5 High schools
 _____ 1 Other
 _____ 6 TOTAL
2. District Per Pupil Expenditure: _____ 7805
 Average State Per Pupil Expenditure: _____ 7521

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	231	222	453
2			0	10	244	264	508
3			0	11	240	226	466
4			0	12	260	227	487
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1914

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 75 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 3 | % Hispanic or Latino |
| 21 | % White |

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year 5 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	22
(2)	Number of students who transferred from the school after October 1 until the end of the year	72
(3)	Total of all transferred students [sum of rows (1) and (2)]	94
(4)	Total number of students in the school as of October 1	1842
(5)	Total transferred students in row (3) divided by total students in row (4)	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 5 %
- 93 Total Number Limited English Proficient

Number of languages represented 14

Specify languages: Arabic, Burmese, Cantonese, Filipino, German, Hebrew, Indonesian, Japanese, Korean, Mandarin, Russian, Spanish, Vietnamese and Asian Indian.

9. Students eligible for free/reduced-priced meals 2 %

Total number students who qualify: 47

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: $\frac{4}{83}$ %
 Total Number of Students Serve

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

5	Autism		Orthopedic Impairment
	Deafness	10	Other Health Impairment
	Deaf-Blindnes	44	Specific Learning Disabilit
3	Emotional Disturbanc	4	Speech or Language Impairment
	Hearing Impairment	2	Traumatic Brain Injury
11	Mental Retardation	1	Visual Impairment Including Blindness
3	Multiple Disabilities		

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

Number of Staff

	Full-time	Part-time
Administrator(s)	5	0
Classroom teachers	80	6
Special resource teachers/specialist	5	0
Paraprofessionals	3	12
Support Staff	21	10
Total number	114	28

12. Average school student-classroom teacher ratio, that is, the number of $\frac{24}{1}$: 1
 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	96 %	90 %	97 %	97 %	97 %
Teacher turnover rate	16 %	18 %	14 %	17 %	16 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	2 %	0 %	2 %	2 %	1 %

Please provide all explanations below

The retirement of veteran teachers with longevity and young teachers beginning their families produced turnover rates from 14% to 17%.

The drop out rate is below 1% but higher than 0. Since decimals are not allowed to be

used, the number is shown as 0%. If decimals were allowed the numbers would read (from left to right) .1%, .4%, .5%, .3% and .3%.

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

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

Graduating class size	489	
Enrolled in a 4-year college or university	72	%
Enrolled in a community college	23	%
Enrolled in vocational training	0	%
Found employment	2	%
Military service	0	%
Other (travel, staying home, etc.)	3	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

The Vision Statement Equal Access and High Expectations for All has evolved into an educational lifestyle for the students, staff, and parents of Lynbrook High School. Located in the technology-rich 'Silicon Valley', Lynbrook's valued reputation emanates from high student achievement, a dedicated staff, strong instructional practices, innovative integration of technology, exciting extra-curricular programs, supportive parental involvement, and a safe and beautiful learning environment. All students are valued, and the Lynbrook community works diligently to ensure the success of every student.

Lynbrook's students continue to succeed. In 2007, the graduation rate remained high at 99%. 95% of these graduates enrolled directly into college, and 72% were admitted to renowned four-year universities across the nation. Lynbrook's students excel on Advanced Placement tests, increasing each year in the number of test takers, tests taken, and scores earned. College Board statistics for 2007 show 558 students took 1124 exams, 90% passed, with 4.13 as their average score. Of these students, 224 were honored as AP Scholars. On state exams, Lynbrook's Academic Performance Index growth also shows a healthy increase over the past three years, rising sixteen points from 895 in 2005 to 911 in 2007, keeping Lynbrook in the top 10% of California's comprehensive high schools. The Annual Yearly Progress score increased ten points in one year, with 92% of the student body scoring at Proficient and Above. This fall, US News and World Report listed Lynbrook among the top 100 High Schools in the nation. Lynbrook's community relates this success to the high quality of instruction and shared commitment to excellence.

Lynbrook fosters collegiality and promotes a nurturing, progressive workplace. The open-access Leadership Team plans weekly 90-minute staff development sessions, and approves conference expenditures. Staff is provided with the necessary time and funding to support collaboration, and teams are encouraged to attend local and national conferences. Staff-led workshops in technology integration, differentiated instruction, literacy strategies, and effective assessment practices continue the commitment to a caring, educational environment that promotes student success.

Viking pride is evident at Lynbrook. Staff proudly wears Viking apparel every Friday, enjoys special payday brunches and staff sponsored lunches, performs its own Homecoming musical skits to rival those of the students, and challenges students to basketball and school-spirited lunchtime activities. The choirs and bands perform all over the world and students rank at the top of the nation in math and science.

Lynbrook students are supported emotionally and socially. The staff has developed Homework Guidelines and altered the first semester to end in December to reduce student stress. An Academic Code of Conduct was enacted to foster integrity. Staff provides academic support in the Homework Center after school and during tutorial periods. The very successful student tutor group (STTAR) also provides individualized tutoring. The Associated Student Body sponsors a diverse array of 50 organizations and noontime activities to engage students beyond the classroom.

Community input is valued. Courses are added to reflect the desires and the needs of students and parents. Recent additions include Japanese and Chinese language classes, AP Language and Composition, Music Genesis, and Studio Art, with AP Physics scheduled for next year. The Parent Teacher Student Association encourages participation in the National Reflections Competition and sponsors a model Job Shadow program. This group donates thousands of dollars for supplemental classroom materials. As integral partners, parents serve on WASC and School Site Council Committees, and donate thousands of volunteer hours to numerous athletic and performance booster groups.

Recent modernization includes a new, expansive Library/Media/ Technology center and a Field House gymnasium. Classrooms have white boards, new computers, and ceiling-mounted LCD projectors. Staff helped design the small theatre, the additional art room with vaulted ceilings and skylights, and the dance studio with beautiful wood flooring and mirrors on three sides. Four new computer labs, a new science wing with state-of-the-art science laboratories, and a Performing Arts Center house additional classrooms for academics and arts. All facilities, including the Olympic-sized Infinity pool with lighting for night competitions, are available to the community. Viking spirit is reflected in the architecture of these beautiful brick buildings, which open onto courtyards and garden planters.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Lynbrook's student body is comprised of two subgroups: 74% Asian and 22% White. The remaining 4% represents Hispanic, African American, Filipino, Pacific Islander, and Native American students. California Standards Tests, administered in April, assess 9th-11th grade students' success based on a rubric of: Advanced, Proficient, Basic (passing), Below Basic, and Far Below Basic. Students must earn a 350-point passing score on the California High School Exit Exam in English Language Arts and Mathematics. General information and further statistics are available at <http://www.cde.ca.gov/ta/> and <http://cruncher/fuhds.org> for both the California Standards Tests and the California High School Exit Exam.

Lynbrook students showed continuous growth in English Language Arts (ELA) on the California Standards Tests (CST) for the past three years, 2005 to 2007. Assessment results for 9th grade indicated a 5% increase at the Advanced level from 64% to 69% and at the Proficient level from 86% to 87%. Results for 10th grade showed a more dramatic growth. Scores rose at the Advanced level from 48% to 58% and Proficient scores rose from 75% to 82%. Finally, 11th grade students also showed marked growth as Advanced scores improved from 50% to 61% and Proficient scores increased from 77% to 79%. Overall, the percentage of students from 2005 to 2007 scoring at Proficient or higher on the English Language Arts section of the CST's showed continuous growth from 80% to 83%, reaching beyond the state's average assessment scores of 40% to 41% for the same years.

Additionally, Lynbrook's Hispanic 10th grade students in 2007 were assessed at 36% At or Above Proficient on the CST's for English Language Arts, surpassing the state's average of 16%. Ninth grade Students with Disabilities showed continuous growth from 20% to 35% achieving At or Above Proficient, again dramatically surpassing the state's 7%. English Learners in 10th grade were assessed at 21% At or Above Proficient compared to the state's 3%. Finally, 11th grade Economically Disadvantaged Students scored 50% At or Above Proficient, outperforming California's average of 15%. Although these subgroups are small, these students continue to thrive at Lynbrook.

On the CST's in Mathematics from 2005 to 2007, Lynbrook students also established continuous growth At or Above Proficient from 67% to 70%, again reaching beyond California's 38% in 2005 to over three times higher than the state's 21% in 2007.

Academic success on the California High School Exit Exam (CAHSEE) was even greater. Of Lynbrook's 462 sophomores assessed in Mathematics, 98% passed for the last three years. All subgroups scored highly as well. Economically Disadvantaged students passed at the 94% level, well above California's 57% average. English Language Learners raised their passage rate from 81% to 100%, more than double the state's 40% passage rate. Special Education Program Participation students gained an additional 14 percentiles to 69% and almost triple the 25% state average. Hispanic Students also showed a dramatic increase to 92% passing in 2007.

Students also excelled on the English Language Arts section of the CAHSEE. An impressive 95% of sophomores passed the exam in March of 2007 with a score of 350 points or higher. Of the current seniors, 97% Of Lynbrook's current seniors have already passed the exam.

In the class of 2007, 92% of the graduating class took the College Board's SAT exams, earning a Math average of 662, Writing of 598, and Critical Reading of 592. The overall average combined score was 1850. In almost each area, Lynbrook students scored 100 points over the national average.

Lynbrook High School continues to exceed its Annual Yearly Progress and gained an additional ten points in its Academic Performance Index. The data, as indicated on the ELA and Mathematics sections of both the CST and the CAHSEE Exams, establishes a pattern of success by the staff in delivering a thoughtfully aligned standards-based curriculum, by the students in placing their education as a top priority in their lives, and by the community for their continued commitment to educational excellence.

2. Using Assessment Results:

Lynbrook's teachers begin with data from initial course work to determine what their students already know and can do, and use backwards planning to strategically direct curriculum to achieve identified goals for student understanding and application. Staff development time is dedicated to interpreting all assessment data. Teachers use Cruncher, an online data program, to assess how well students are meeting the

standards of each content area. This data delineates the success of student subgroups, and differentiates content-specific areas of state-standards-based instruction as target areas requiring further instruction. Individual students are identified, and departmental and curricular staff teams redesign units within their standards-based curriculum to strengthen the curricular programs for all students. The results of these efforts directly relate to the ten-point rise in the overall AYP score in 2007. The English department, for example, redesigned its approach to teaching writing and its assessment rubrics to address areas of student need. The Social Studies and Science departments examined data to identify specific content areas where students are scoring below Basic, and redesigned curriculum to target those specific standards. Lynbrook participates in district-wide Algebra and English Language Initiatives to assist teachers in differentiating instruction for students struggling with mathematical concepts and language acquisition. The online tutorial program, PLATO, provides these students the additional support in language acquisition and mathematics, in preparation for passing the CAHSEE. Even though Modern Language does not have state standardized assessment data to analyze, teachers are working to create common assessments to ensure their students are prepared for success at the next level. Assessment results are also examined district-wide, and target areas of need are identified. Data has also indicated the need for advanced science and math courses, resulting in the addition of Physics AP in 2008 and Linear Algebra in 2009.

3. Communicating Assessment Results:

Parents, students, and the community access a variety of communication systems to keep them apprised of student and school achievement. Lynbrook's web site, at www.lhs.fuhd.org, is a valued source of information including assessment data, and will soon become the district's model in redesigning the sites of district schools. In September of every school year, students and parents register on the A+Board web portal, which links to individual teachers' email and coursework. This site communicates classroom assignments so parents can support student achievement at home. The Viking web site features other links to all official school data, including the School Accountability Report Card (the Annual School Plan). The Principal's online and hardcopy newsletter is filled with pertinent assessment data and information about all school events. Students' grades are posted online and distributed as a hardcopy each grading period. The Guidance Department, using a variety of communication systems, immediately alerts parents of students receiving a D, F, or Incomplete. Mandated IEP and 504 meetings are held in compliance with federal law. Parents look forward to the yearly publications of assessment results in the local San Jose Mercury News, which compares Lynbrook data to other high schools in the county. Each year, the principal presents data from the Annual School Report to the Board of Trustees and describes how school goals address the needs of students as represented by the data.

4. Sharing Success:

Lynbrook shares its achievements with the schools in the district, the community, and truly throughout the world. The web site, Academic Code of Conduct, and Homework Guidelines inspire collaborative discussions among all five of the district's high schools. The school web site provides extensive information on Lynbrook's successful programs. District Principals' Cabinet Meetings provide a weekly venue for sharing student and school success. The School Accountability Report Card (SARC), noting the achievement of Lynbrook's students, is presented annually to the district and the community. District department chairs meet monthly to share school and student success, and to collaborate on curriculum and assessment to foster continuous improvement. District administrators gather monthly at collaborative workshops to share successes and strategies in all areas affecting high school students. Each Department Chair, at monthly Parent-Teacher-Student-Association meetings, shares successful curriculum, new course offerings, and student progress. District students visit Lynbrook yearly, attend classes, engage in school spirit activities, and then bring ideas back for discussion at their home schools. Lynbrook collaborates with the feeder middle school and with the local community college to exchange data and successful practices to ensure smooth transitions and continued support for students. Additionally, Lynbrook has a valued reputation across the nation and around the world. U.S. News and World Report ranks Lynbrook as its 72nd highest Gold Medal School in successfully preparing students for college. Two Lynbrook students were honored as semi-finalists for the 2007 Intel Science Talent Search. Lynbrook students are consistent award winners at the Japan Bowl in Washington, D.C. The choirs and bands have performed at Carnegie Hall, throughout Europe, and in China where Lynbrook has a sister-school. Families in Singapore read about Lynbrook's successes online or in their own newspapers, and purposefully relocate to attend Lynbrook. Delegations from schools in Taiwan, Singapore, Korea, and mainland China visit Lynbrook to learn about the successful educational practices here and take these ideas home.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Students have open access to all honors and Advanced Placement courses and are counseled to make wise choices. Curricular teams collaborate twice monthly to ensure framework and standards-based alignment of curriculum, enabling students to achieve at the highest possible levels. Students' individualized plans guide them towards University of California eligibility, and staff meets with students to discuss the curriculum and time commitment for AP and Honors courses. Course expectations are communicated on 'green sheets,' are distributed to students, and are available online.

Mathematics focuses on students' success from remediation to accelerated college coursework. Most freshmen enroll in Geometry or Geometry Enriched, and accelerated students take Trigonometry or Calculus. Those freshmen in Algebra receive individualized instruction at a 20:1 ratio. Students progress through Algebra II, or Algebra II/Trigonometry into Math Analysis or Pre-Calculus Honors. Advanced Placement courses include Calculus AB, Calculus BC, and Statistics. Advanced students also concurrently study higher-level math at the local community college. Lynbrook students excel in mathematics, as evidenced from data on state and national competitions and state standardized tests.

Literacy, writing, and speaking are essential components of the English curriculum. The core classes of Literature/Writing I and World Literature are required the first two years. American Literature or AP English Language and Composition are offered junior year. Senior year choices include British Literature, Contemporary Literature, and AP English Literature and Composition. All students have access to the enrichment electives of four levels of Oral Composition (Speech and Debate), and Journalism. Yearbook and the literary magazine, *Vertigo*, are extracurricular activities.

Based on student assessment and interest, Modern Language offers an array of classes to foster appreciation of different cultures and provide opportunity for complete language acquisition. Freshmen displaying mastery are placed at the second-year level. Beginning courses are offered in Japanese, Spanish, and French. Advanced study includes third year courses and Honors and Advanced Placement in Japanese, Spanish, French and Chinese.

Science emphasizes the understanding of concepts and the relevancy of science in the real world. In compliance with the University of California science curriculum, the technologically modern program recommends that courses be completed in a sequential order from Biology through Chemistry and Physics. The honors courses of Chemistry, Physics, and Physiology are advancement electives, and AP courses include Biology and Chemistry, with AP Physics being offered in 2008-2009.

Social Science/History students progress sequentially, with all sophomores in World History. Students may select either regular or the more intensive US History AP as juniors. All seniors take Economics, and may select into either regular or US Government AP.

Eight staff members comprise the Visual and Performing Arts programs. Visual Arts begins at the entry levels of Art I and 3D Design I. Students move progressively through four levels, including Studio Art (ROP). Performance classes offer multiple levels and specialization. Theatre courses include Drama I and Advanced Drama/Stagecraft, with Drama Honors introduced in fall 2008. The musical program consists of five separate choirs: A and B choir, the Advanced and the Audition Treble Choirs, and a Vocal Jazz Choir. Instrumental classes include Marching, Concert, and Symphonic Bands, Wind Ensemble, Jazz Ensemble, Orchestra, and Music Theory AP. Music Genesis, introduced this year, provides a musical exploration opportunity for students with no prior musical training. The Valkyries dance team comprises Lynbrook's dance program.

Physical Education promotes activity and healthy living through a variety of high interest individual and team sports and a targeted health education component. All freshmen take PE 9. Elective PE courses for grades 10-12 include Total Fitness for cardio-vascular endurance and flexibility, and Weight Training for developing body strength. Adaptive PE is offered for students with Individualized Education Plans.

An exciting elective program exposes students to several career paths. Lynbrook's Business programs utilize technology-based strategies for continuity with the evolving world of business in a global economy. Elective courses include Computer Applications, Principals of Business, and Law. Grades 10-12 select from Business Marketing, International Business, and Computer Assisted Drafting (ROP). Foods and Industrial

Technology provide students interesting career paths to explore.

The Special Education department engages students in core, standards-based-curriculum Resource Classes. Students are readily mainstreamed and supported academically and emotionally by Instructional Aides. Several mainstream classes are team taught by Special Education and regular education teachers. The Special Day Class, for the learning handicapped, provides essential curriculum, enabling students to earn a high school diploma. The Severely Handicapped class receives modified life skills materials and one-on-one instruction focusing on independence and success in the workplace. These students receive a certificate of completion and participate in the graduation ceremony. The Voyager program, for emotionally disturbed students, is located in a specialized, self-contained area on campus. These students receive direct one-on-one core curriculum, and many are mainstreamed on the regular campus.

2b. (Secondary Schools) English:

English Department teams collaborate to compare standards-based curriculum with CAHSEE, CST, and AP testing data. While data from these exams illustrates Lynbrook students are successful in all areas of English Language Arts, the Department strives for continuous improvement. All writing genres are specifically matched to core literary pieces in all grade levels, and rubrics are standardized to ensure on-going higher expectations each year. The thematic and historically based units in the foundation courses of Literature/Writing I and World Literature support increased oral and written expression involving strong application of literary devices. Junior year students select from the historically sequenced American Literature, which is aligned whenever possible with US History, and AP Language and Composition, which focuses on non-fiction and college level writing. Seniors select from British Literature, Contemporary Literature, and AP English and Composition which all share similar AP writing prompts, rubrics, and some literary pieces. Enrichment electives include the school newspaper, the Epic, as well as four levels of speech and debate. English language learners begin at the second level and are supported by inclusion in sheltered English classes. One-on-one interventions with English Language Development staff, Homework Center staff tutors, and twice-weekly tutorials assist these students in acquiring greater literacy to improve language acquisition and prepare for the CAHSEE. Special Education students receive literacy support during their Tutorial classes at a ratio of 8:1. Finally, Literacy remains a school-wide focus, and staff trainings include literacy techniques to enhance students' appreciation of fiction and comprehension of textbooks. Eight computer labs provide opportunities for student-driven and project-based instruction in language arts.

3. Additional Curriculum Area:

Lynbrook's vision of students as 'life-long learners, informed and active citizens of the world, knowledgeable and self-directed members of the workplace, and discerning participants in the arts' directly correlates to the curriculum of the science department. Students are encouraged to take many sciences courses, to understand and take responsibility for the impact man has made on the world, and to become scientifically literate. Aligned with California Science Content Standards, courses are laboratory and technology based. Freshmen satisfy the life science graduation requirement with Biology, immersing themselves in scientific inquiry, and interrelationships among organisms and their environments. Chemistry, which satisfies the physical science graduation requirement, studies the structures of atoms and compounds, and reaches the higher units of nuclear and biochemistry. Physics, the third college preparatory course, explores concepts of mechanics and the properties of matter. Biology teachers contract with the Santa Clara County Bio Technology Education Program for high technology equipment for genetic engineering and DNA sampling experiments. Lynbrook's parent organization has donated funds for new lab 'probeware' to further the studies of data in genetic testing. Chemistry and Physics Honors as well as Physiology, are available for students seeking advancement. In addition AP Physics will be added in 2008, joining AP Chemistry and AP Biology. Real world connections in these courses include a web-quest project for students to discover the dangers of drinking and driving, or on matching research with over-fishing to industrial revolution lessons on sustainable development. Sustaining the environment is important to Lynbrook students. They participate in a diverse variety of science projects, a Global Awareness Week of multi-tech exhibits, an incredible recycling program, sustainable tree planting projects, and more. These students are informed and actively participating in their world.

4. Instructional Methods:

Lynbrook teachers share best practices and vary instructional techniques to address the learning styles of all students. Standards-aligned curriculum is shared using intranet network folders for easy access.

Students are daily engaged in all learning styles, as well as critical thinking, and hands-on activities. The block schedule allows time to complete lessons and sustain students' understanding. The Library Media Center is staffed by a full time credentialed librarian and a clerk. The Librarian works closely with the English, Social Studies, and Science Departments, effectively integrating technology into the curriculum to teach responsible research skills and to promote information literacy. Project-based learning and student-directed lessons typify the curriculum. Students are immersed in Socratic seminars, debates, lectures from teachers and guest speakers, group and individual research projects and presentations, literary analysis, intensive writing within all genres, self-assessment, technology integration, and media based instruction. Students are tech savvy, and have access to multiple computer labs, some with sophisticated media editing capability. Classrooms have LCD mounted projectors for media presentations. Classroom arrangements foster discussion and offer mobility for physical learning. Language teachers promote the performing arts and use creative dramatics and projects to infuse active language literacy. Supplemental readings on 'The Scottsboro Boys' in Literature/Writing I provide students a thorough background into *To Kill a Mockingbird*. Social Studies students, posing as current contenders for the U.S. Presidency, present whole-school voluntary mock debates and elections, filling the auditorium to capacity. Math and science students build models and robots for real-world application of their studies. Science laboratories allow students sensory opportunities in the classroom and computer labs, and encourage student competitions sponsored by local industry including Siemens Corporation and Intel. Hundreds of Lynbrook students receive awards in local and national math competitions including the AMC, CAML, and Mandelbrot. Cultural activities provide daily oral opportunities and real-world projects in Modern Language classes. Performing Arts students apply the results of instructional practice in performances all around the world, from Carnegie Hall to China. Art students display their pieces in local galleries and earn massive scholarship awards.

5. Professional Development:

Guided by the 2004 six-year Action Plan self-study and accreditation from the Western Association of Schools and Colleges, and by current assessment from state standardized tests and student performance data, Lynbrook's staff development program continues to enrich instructional practices. The open-access Leadership Team uses this data and school goals to plan weekly ninety-minute staff development and three additional staff development days each school year. The teaching staff, all of whom hold EL/Clad credentials, collaborates on differentiated instruction strategies and technology, and the entire staff collaborates on school goals and progress on the Action Plans. The Leadership Team also encourages teams to attend national and state conferences, and facilitates their presentations of newly acquired knowledge. One 2007 presentation, Intel Teach to the Future, focused on the integration of technology and higher order thinking. Evidence of Action Plan progress by spring 2007 includes improved students' transition from middle to high school, communication with the parent community on reducing student stress, assessment of data for student success, and healthy school and lifestyle choices by students. Literacy, discussions of Academic Integrity, implementation of IEP's and 504 Plans, interpretation of state testing data, effective online communication with students and parents using A+Board, and technology infusion into the curriculum remain integral components of staff development. Departmental teams align standards with instruction, integrate curriculum cross-departmentally, revise and share writing rubrics, plan new units, and assess data to redesign instruction. A strong network of staff development support for new teachers further includes PAR (Peer Assistance and Review) mentors, New Teachers' luncheons, and mentors within each department. Administrators attend monthly instructional trainings on implementing new education laws, improving student proficiency, and revising staff evaluation procedures. By June 2008, 110 Lynbrook staff members will each have participated in over 100 hours of staff development training. This year, over 25 staff will have attended more than 10 conferences and shared their newly acquired knowledge with colleagues.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 9 Test CST (STAR)
 Edition/Publication Year 2002-2007 Publisher California Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At/ Above Proficient	87	85	86	80	84
% "Exceeding" State Standards					
% At/Above Advanced	69	64	64	46	56
Number of students tested	495	442	508	430	432
Percent of total students tested	98	97	98	97	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White/Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% At/ Above Proficient	79	75	80	77	78
% "Exceeding" State Standards					
% At/Above Advanced	55	52	49	33	
Number of students tested	104	95	124	96	124
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At/ Above Proficient	46	67	41	44	
% "Exceeding" State Standards					
% At/Above Advanced	28	42	18	11	
Number of students tested	13	12	22	9	
3. Hispanic/Latino					
% "Meeting" plus % "Exceeding" State Standard					
% At/ Above Proficient	46	45	15	25	
% "Exceeding" State Standards					
% At/Above Advanced	23	27	8	8	
Number of students tested	13	11	13	12	
4. Students with Disability					
% "Meeting" plus % "Exceeding" State Standard					
Students with Disability	35	19	20	19	32
% "Exceeding" State Standards					
% At/Above Advanced	1	19	5	5	
Number of students tested	17	16	20	22	26

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At/ Above Proficient	82	80	75	80	84
% "Exceeding" State Standards					
% At/ Above Advanced	58	60	48	59	56
Number of students tested	449	495	434	431	401
Percent of total students tested	96	96	98	95	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White/Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% At/ Above Proficient	73	67	67	76	68
% "Exceeding" State Standards					
% At/ Above Advanced	42	41	32	46	
Number of students tested	94	117	89	109	108
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At/ Above Proficient	38	44	43	60	
% "Exceeding" State Standards					
% At/ Above Advanced	18	22	0	30	
Number of students tested	13	18	14	10	
3. Hispanic/Latino					
% "Meeting" plus % "Exceeding" State Standard					
% At/ Above Proficient	36	27	20	44	45
% "Exceeding" State Standards					
% At/ Above Advanced	29	12	20	22	
Number of students tested	13	8	10	9	11
4. Students with Disability					
% "Meeting" plus % "Exceeding" State Standard					
% At/ Above Proficient	33	15	15	24	14
% "Exceeding" State Standards					
% At/ Above Advanced	42	10	5	6	
Number of students tested	15	21	20	35	22

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At/ Above Proficient	79	76	77	76	78
% "Exceeding" State Standards					
% At/ Above Advanced	61	59	50	42	47
Number of students tested	486	414	429	377	373
Percent of total students tested	95	93	93	90	93
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White/Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% At/ Above Proficient	72	71	73	57	74
% "Exceeding" State Standards					
% At/ Above Advanced	43	45	46	33	
Number of students tested	106	76	101	105	116
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At/ Above Proficient	50	47	37	63	
% "Exceeding" State Standards					
% At/ Above Advanced	13	20	12	27	
Number of students tested	13	15	16	11	
3. Hispanic/Latino					
% "Meeting" plus % "Exceeding" State Standard					
% At/ Above Proficient	10	14	36	39	
% "Exceeding" State Standards					
% At/ Above Advanced	0	0	18	31	
Number of students tested	10	7	11	13	
4. Students with Disability					
% "Meeting" plus % "Exceeding" State Standard					
% At/ Above Proficient	27	21	19	11	45
% "Exceeding" State Standards					
% At/ Above Advanced	4	7	4	4	0
Number of students tested	15	14	27	27	11

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
350-450	98	98	98	99	
% "Exceeding" State Standards					
380-450	96	93	95	93	
Number of students tested	462	505	439	449	
Percent of total students tested	100	98	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
350-450	94	85	83	100	
% "Exceeding" State Standards					
380-450	87	55	72	70	
Number of students tested	15	20	17	10	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
350-450	92	67	82	89	
% "Exceeding" State Standards					
380-450	67	17	64	89	
Number of students tested	12	12	11	9	
3. White					
% "Meeting" plus % "Exceeding" State Standard					
350-450	97	100	99	98	
% "Exceeding" State Standards					
380-450	91	90	94	88	
Number of students tested	101	126	93	125	
4. English Learners					
% "Meeting" plus % "Exceeding" State Standard					
350-450	90	96	97	88	
% "Exceeding" State Standards					
380-450	90	88	83	84	
Number of students tested	21	25	29	24	

**FORMAT FOR DISPLAYING ASSESSMENTS
 REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.