U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12CA26

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mrs. Mary Miller

Official School Name: William Hopkins Junior High School
School Mailing Address: 600 Driscoll Road
Fremont, CA 94539-3803

County: Alameda State School Code Number*: 01611766056923

Telephone: (510) 656-3500 E-mail: mmiller@fremont.k12.ca.us

Fax: (510) 656-3731 Web site/URL: http://www.fremont.k12.ca.us//domain/1

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Jim Morris Superintendent e-mail: jmorris@fremont.k12.ca.us

District Name: Fremont Unified District Phone: (510) 657-2350

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Lily Mei

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. 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.

8. 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.

9. 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.

10. 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.

DISTRICT

1. Number of schools in the district (per district designation):
   - 29 Elementary schools (includes K-8)
   - 6 Middle/Junior high schools
   - 6 High schools
   - 0 K-12 schools
   - 41 Total schools in district
2. District per-pupil expenditure: 7355

SCHOOL (To be completed by all schools)

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

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	262	222	484
1	0	0	0		8	272	274	546
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
							Total in Applying School:	1030

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
89 %	Asian
1 %	Black or African American
1 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
1 %	White
6 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 2%

This rate is 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, 2010 until the end of the school year.	16
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1, 2010	1030
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 28

Number of non-English languages represented: 11

Specify non-English languages:

Cantonese, Farsi, Gujarati, Hindu, Japanese, Mandarin, Pashto, Punjabi, Tamil, Telugu, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 40

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

.0388% of our students qualify for free/reduced priced meals.

10. Percent of students receiving special education services: 0%

Total number of students served: 52

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

19	Autism	0	Orthopedic Impairment
0	Deafness	8	Other Health Impaired
0	Deaf-Blindness	23	Specific Learning Disability
0	Emotional Disturbance	1	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	39	1
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	1	1
Paraprofessionals	13	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	17	0
Total number	72	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	98%	99%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size: _____

Enrolled in a 4-year college or university _____%
Enrolled in a community college _____%
Enrolled in vocational training _____%
Found employment _____%
Military service _____%
Other _____%
Total **0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☒ Yes

If yes, what was the year of the award? Before 2007

PART III - SUMMARY

The Hopkins community, made up of faculty, staff, students, and parents, works together to achieve common goals, as embodied in our vision statement, which is as follows:

Our school vision is in short, to improve school culture. To do this, we will:

1. Develop a well-rounded student by supporting activities and curriculum that encourage social, emotional, intellectual and physical growth

2. Help students to understand that the world is bigger than Hopkins and they have talents and abilities that can be shared with their community

3. Help every student, from the talented to the challenged, to learn what they need to achieve and then transition smoothly into high school

4. Instill in students the philosophy that learning is a lifelong process, never ending and not without occasional failures

5. Build a student commitment to Hopkins by increasing school spirit and involvement in clubs and teams

6. Help students to understand that their behavior affects fellow students and teachers and to learn that behaving responsibly benefits everyone.

Hopkins is a traditionally high-performing school, consistently ranking among the top 20 schools (of any level, elementary and secondary) in the state in terms of the Academic Performance Index (API). However, our standardized test scores, while excellent, are not all that define us. Hopkins is home to an award-winning music program and numerous championship teams, both academic and athletic.

Our music program is comprised of a before-school jazz ensemble and an after-school jazz workshop, as well as beginning and concert bands, a symphonic band/wind ensemble, and an intermediate and advanced string orchestra, the latter of which has been invited to perform at this year's California Music Educator's Association (CMEA) conference. This year, we have had 33 students earn a place in the District Honor Band, 12 in the Alameda County Honor Band, 38 in the Northern California Honor Band, and 24 in the All-State Honor Band.

There are also enrichment activities offered by our various departments for students who perform at high levels on summative and formative assessments. As an example, the math department provides opportunities to participate in competitions like the Continental Mathematics League (CML), Math Fax, and the American Mathematics Competition (AMC). On the recent AMC tests, of which we administer both the AMC 8 and the AMC 10, our school tied for first place in the state in the AMC 8. A team of Hopkins students recently had their math video place among the finalists in the Reel Math Challenge sponsored by MathCounts When our MathCounts team won the national championship in 2010, they earned a trip to the Oval Office to visit with President Obama.

Other competitions include the National Middle School Science Bowl sponsored by the Department of Energy. Each year from 2008-2011, Hopkins placed among the top three schools nationally in this academic competition with a first place finish in 2009 and a second place finish in 2008. We will again be heading to Washington DC this year, as two teams from Hopkins finished first and second in regional

competition. The science department is also involved with the San Francisco Bay Integrated Middle School Science Partnership (IMSS), which seeks to engage students and teachers in authentic scientific discovery through collaboration with local universities and science organizations. In addition, our school proudly hosts the only junior high planetarium west of the Mississippi, which presents shows to local elementary schools and to the general public.

Last but not least, our Social Studies department participates in the National History Day contest, which requires students to conduct primary and secondary research on a historical topic and to draw conclusions that they can then present in a variety of ways including a paper, performance, or a web site. We also participate in the National Geographic Geography Bee. This national geography contest consists of students from around the nation who demonstrate their knowledge of both United States and world geography. Last year and again this year, after a school-wide contest, one of our students placed in the top one hundred students statewide.

In addition to our outstanding academic program, Hopkins Hawks are also avid athletes, best exemplified by our girls' sports programs. In 2010, both our seventh and eighth grade girls' teams won their respective regional volleyball championships, with the seventh grade team repeating that feat in 2011. 2010 also saw our seventh grade Lady Hawks basketball team win the championship, as did our eighth grade team in 2011, as they went undefeated with a 10-0 season.

Hopkins is a vibrant, academically challenging school with caring, supportive teachers, staff, and administration; bright, motivated students; and parents who support education and are willing to get involved. It is, by all measures, a stellar school!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Every year, Hopkins Junior High School administers the California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternative Program Assessment (CAPA) as required by state law. For the 2010-2011 school year, our school's Academic Performance Index (API) was a 986. This is a 2 point improvement over the previous year's score of 984. Out of 1058 students with valid scores, 93.5% were at or above Proficient in English Language Arts and 91.2% were at or above Proficient in Mathematics.

For the 2010-2011 school year, Hopkins' only numerically significant subgroup was our Asian students which comprised 87% of our student population. The API for this subgroup was an impressive 994. In addition, Hopkins made gains for most of our subgroups. For example, the Socioeconomically Disadvantaged group increased to 810 from 786—a gain of 24 points. The English Learners group increased to 910 from 834—a gain of 76 points. Finally, our Hispanic or Latino group increased to 748 from 703. This was a gain of 45 points.

Hopkins has been a high-performing school for many years and we have come to expect high achievement from all of our students. For us, nothing less than a Proficient score is acceptable or considered up to the school's standards. Although we still have some work to do, with over 90% of our student body reaching this goal last year in both English Language Arts and Mathematics, we are well on our way to making the achievement of this goal a reality.

B. Given this overall consistency and success, Hopkins has not needed to drastically adjust any of our established programs and approaches. We have not experienced any significant gains or losses on our API scores—instead they have held constant. Hopkins' success can be directly attributed to our hardworking and creative staff, motivated students, and supportive, involved parents. These three groups have worked to create a thriving school culture where high achievement has become the norm.

We are, however, actively establishing and implementing additional programs which will help to address the needs of our lower performing students. For this current academic year, Hopkins has created a number of interventions to address the achievement gap between our very high performing groups and our low performing groups. For example, our school counselor worked closely with the sixth and seventh grade teachers to identify at-risk students before the beginning of this school year. These students, as part of our new seventh and eighth grade classes, were then placed immediately into our after-school intervention programs in math and English. We did not wait until quarter grades had come out and they had already failed. Instead, we worked proactively to identify and then address their needs in a systematic way. Throughout this intervention process, we have worked closely with parents to ensure that their students attended the after-school program regularly.

Hopkins has also been working hard to develop our Advancement Via Individual Determination (AVID) program. This program is designed to target students who are academically in the middle. Last year was our first year of offering AVID at our site and we had just enough students for one section of eighth graders. This year we are offering two sections of AVID—one for the seventh grade and one for the eighth grade. Students in these classes learn explicitly the academic skills that they will need to be successful in any class. These include study skills, test taking skills, organization, and time management. The overarching goal of AVID is to help the students in the program to develop a "college-going" mindset and to provide them with the tools they will need to be successful once they have been admitted into a college or university.

In order to more effectively teach students who are struggling and to improve their performance on standardized tests, especially our English Language Learners and other low achieving students, the staff and administration at Hopkins has also been working diligently to be trained in Guided Language Acquisition Design (GLAD). To date, the teachers in the English, Math, Science, and Social Studies departments have been trained in GLAD techniques and are actively implementing these strategies with their classes.

2. Using Assessment Results:

Hopkins' success is related to the use of a variety of assessments to monitor student progress and to improve school and student performance. As indicated previously, every year we are required to administer summative state assessments (CST) in English Language Arts and Mathematics to all of our students. Our eighth-grade students also take state-required summative assessments in science and Social Science. In addition to these accountability assessments, our departments administer summative and formative benchmark assessments developed by the district, departments, or individual teachers throughout the school year using the Online Assessment Reporting System (OARS). OARS allows teachers to accurately test their students' knowledge of state standards in their subject area and to analyze this data with very powerful tools to determine which standards need to be re-taught or reviewed. Finally, our teachers are using an assortment of other summative and formative assessments at the classroom level. These include end-of-unit or chapter tests, semester exams, observation, questioning strategies to determine understanding and insight into the concepts being taught, the Accelerated Reader (AR) program, student presentations, and self or peer assessment.

Our school and departments vary in how they utilize the data garnered from assessments to improve student and school performance. For example, the school counselor and the administration closely monitor academic progress on all assessments to identify students who are at-risk in a timely manner. The students are interviewed and counseled and parents are contacted. These students are then admitted into one of the school's intervention programs. We offer intervention programs in English, math, and study skills. If these intervention programs are not effective in helping the student to improve, the school moves to the next level, which is to hold a Student Study Team (SST) meeting to more deeply investigate the root causes of the academic performance and to determine the next steps.

Our English, Social Studies, math, and science departments provide another example of how assessment data helps to inform instruction. Each department identifies which of our incoming 7th graders have scored below or far below basic on the CST and then ensures that they are provided with extra attention to help them to be successful. These students are enrolled in classes that are traditionally smaller than the honors level courses. The curriculum for the classes is then tailored to meet their unique needs and includes guided reading, formal instruction in note taking skills, and lessons on problem solving. When students struggle with English, social studies, science or math as indicated by formative and summative assessments, the faculty presents the material at a slower pace and spends more time re-teaching the concepts. Following each summative assessment, the faculty evaluates whether students demonstrate mastery of the standards. Informal accommodations like preferential seating, extra time on tests, or alternative assessments with easier vocabulary are made for struggling students—especially our English Language Learners. The science department also offers an after-school program for students called Techbridge. This program offers girls an opportunity to explore a variety of scientific principles in a hands-on way. Girls who are not performing to the top levels in science are the target group for this program, though it is open to all girls.

In addition to using assessment data to help our underperforming students, Hopkins Junior High uses the data to also target our highest achievers and to help them to improve their performance as well. We are continually striving for excellence and our past and present successes demonstrate our progress towards this goal. For example, the math, science, and English departments all offer honors courses that are designed to challenge higher performing and Gifted and Talented students and to extend and enrich the

regular curriculum. Part of the criteria to qualify for these classes is high performance on standardized tests.

3. Sharing Lessons Learned:

The faculty and staff of Hopkins are experienced when it comes to taking leadership positions. Hopkins was at the forefront of our district's initiative to train its secondary teachers in GLAD (Guided Language Acquisition Design) teaching strategies. At the end of our first year of training, the district chose five of our teachers and their classes to "star" in an instructional video, which has been used throughout the district and even in neighboring districts.

Two of our teachers have presented at our district's annual Best Practices Symposium, which is open to all teachers in the district. Their topics included GLAD strategies such as Cognitive Content Dictionaries and Sentence Patterning Charts, and AVID strategies such as Philosophical Chairs and Cornell notes. Two teachers have worked on a district pacing guide and district GLAD binders, both for Social Studies. Our lead teacher for the Hopkins Academy has shared his successful model with other junior high schools in the district. We are very fortunate to have a teacher who is both a former union president and a current NEA director, helping to shape educational policy at the national level. Our award-winning art teacher, 2010's Art Educator of the Year in the state of California, regularly presents art in-service workshops at the district level and has twice co-chaired the statewide conference of the California Arts Education Association.

Our department chairs, who serve on district curriculum committees, work closely with representatives from other schools to share best practices and form district policy. Furthermore, when the state mandated Algebra I for all eighth graders, it was our math department that developed a Transition to Algebra class for students who may not yet have been ready to take algebra, a class which has since been adopted district-wide. Finally, one of our science teachers, a finalist for the Alameda County Teacher of the Year award in 2011, runs the Hopkins Planetarium, the only one of its kind west of the Mississippi, and presents over 30 shows a year to local elementary schools and outside groups.

4. Engaging Families and Communities:

Our goal at Hopkins is to involve parents with the school in a variety of ways. Examples of parent involvement include:

· Parent workshops are held on topics of interest such as parenting skills, learning styles, substance abuse, GATE programs, and college prep planning. During the three evenings of Parent/Student Conferences, for example, our school psychologist and school counselor hosted a workshop entitled, "True Educational Success: How to Raise a Well-Balanced Self-Motivated High Achiever." This workshop was presented in both English and Mandarin, and on the third night there was a round table where high school parents in the community shared their strategies for raising healthy, successful junior high schoolers. We also host an AVID Parent Night for our 6th and 7th grade parents.

· Staff disseminates information on learning activities outside of school (summer programs, enrichment opportunities, nearby cultural events, sports programs, etc.) for parent consideration. We also promote our own Hopkins Academy, a week long summer program for prospective 7th graders, orienting them to our junior high program.

· The Principal's Newsletter (available on our website to all parents) keeps parents abreast of school activities, recognizes their contributions, communicates policies and procedures, suggests ways to promote student success, and solicits parent feedback.

· Purposeful two-way communication is encouraged at Back-to School Night on the first day of school (when parents receive course descriptions, which cover content, discipline, grading, channels of communication, and homework), reinforced during two non-student conference days in November, and sustained by frequent parent-staff contacts throughout the year.

· Our students are well represented by their parents at Back-to-School Night, Open House, Sixth Grade Parent Night, the Six Year Plan Night, and other workshops presented by our staff and faculty.

· A large percentage of our families contribute to our Parent-Faculty Association (PFA), a very important component of our overall success at Hopkins. These dedicated parents meet monthly to work on major PFA projects, which include financing technology and other important educational materials not provided for in the school budget; recognizing and supporting student and teacher accomplishments; and planning social events for the students, including quarterly dances, a graduation ceremony, and an elaborate promotion party. Through the PFA, parents coordinate and speak at our Career Day and at our Multicultural Day.

· Parents serve on school policy committees including School Site Council, disaster preparedness, ethnic/race relations, TGIF (The Gifted in Fremont, which is the GATE parent advisory committee), and PRAA (Parent Representative Advisory Assembly).

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Though we are only beginning to become involved with Common Core Standards, the English department is already following most of California's recommendations in this regard. For example, the majority of our eighth graders can reliably "determine a theme or central idea of a text and analyze its development, including its relationship to the characters, setting, and plot." Students are given multiple opportunities each year to analyze a story and provide textual evidence for the conclusions that they draw.

The Common Core Standards in mathematics center around seven key mathematical principles: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning. These principles could have been written with Hopkins teachers in mind. We have long gone past the simple math worksheet in order to stress critical thinking and to show the relevance of math across the curriculum and in the real world.

In science, our seventh-grade biology classes cover all the units mentioned in the standards (and more): cell biology, genetics, evolution, structure and function in living systems, and physical principles in living systems. They learn to use a microscope, which, combined with many labs throughout the year (including dissection) introduces them to the world of investigation and experimentation. Similarly, eighth-grade physical science courses introduce students to basic principles of physics such as motion and force, the structure of matter, chemical reactions, astronomy, and the periodic table.

In seventh-grade World History courses, our students learn about cultures and civilizations spanning the years from A.D. 500-1789. From the Roman Empire to the Age of Reason, they explore China in the Middle Ages and Islamic culture in medieval times. They learn about Andean civilizations and Renaissance humanism, and delve into the ideas of the Scientific Revolution and the Enlightenment thinkers. In eighth grade, the focus turns to America, where students begin by learning of the formation of our nation and its constitutional democracy, and end by learning about the Civil War, Reconstruction, and the Industrial Revolution.

The visual and performing arts classes at Hopkins (music, drama, and art), in addition to adhering to their respective standards, are essential in providing our students with a well-rounded education. They feature a historical and cultural survey of the arts through multiple learning modalities. In addition, we offer a History of Media and Technology that is designed to explore how development of media (print, audio, and visual) and technology has changed the history of both the United States and the world.

In physical education, the California State Standards require, for example, that students "demonstrate the motor skills and movement patterns needed to perform a variety of physical activities." The Hopkins PE department has taken this one step further, developing an intricate curriculum that exposes students to over a dozen activities over their two years with us, and focusing as much on physical improvement as on physical skill.

Hopkins offers first- and second-year courses in both French and Spanish. These are high-school level courses, meaning that a student who passes French 2 or Spanish 2 in eighth grade can proceed directly to French 3 or Spanish 3 in high school. Our language classes follow all tenets of the California State Standards in World Language, learning not only the vocabulary and grammatical structures of the target language, but also its phonology and morphology, as well as an appreciation of French, Francophone, or Hispanic culture.

2. Reading/English:

During the 2010-11 school year, 93.5% of our students scored as Proficient or Advanced in English; only 2.9% scored Below Basic or Far Below Basic. As a department, we strive continuously to align our curriculum with state standards, to improve and refine our methods of teaching, particularly in reading comprehension, and to reach students at all points of the learning spectrum, from our GATE students, to our English learners, to those for whom English is a native language but who struggle with reading and writing for whatever reason.

One tool that we are in the process of implementing is OARS. With this powerful program, teachers, departments, and even the district can create pretests, posttests, benchmark tests, etc. The questions can be chosen from a vast databank by standard, and there are many options for tracking student data. For example, one can create lists of at-risk students according to their CST scores or by their semester grades. OARS helps us to be more mindful of state standards and to properly align our curriculum. As schools across the country move toward Common Core Standards, tools like this can only help.

One part of our curriculum that is different from other schools in our district is our use of the Accelerated Reader (AR) program. It has been in place at Hopkins for over ten years now. All English teachers have been trained in its use, and it has made a significant difference in how much students read and how they select their books. At the beginning of each semester, students take a computer-adaptive test that measures their reading comprehension skills. Teachers can then use that data to determine a range of book levels that would optimize a given student's growth in reading — challenging, but not so difficult as to where he would give up. Also, as students take AR tests, they have two different tests they must take: Reading Practice quizzes (literal-level questions) and Literacy Skills tests (higher-level critical-thinking questions). When the student and the teacher see the results of the Literacy Skills test, those results are broken out into four categories: initial understanding, literary analysis, inferential comprehension, and constructing meaning. Each of these categories is further separated into five subcategories. The teacher can easily see in which areas an individual student or even an entire class may need extra help.

3. Mathematics:

The focus of math instruction at Hopkins, as well as the state, is the successful completion of Algebra 1 in 8th grade.

Incoming 7th grade students are offered Pre-Algebra, Honors Pre-Algebra or, for the exceptional students, Honors Algebra 1. The core of instruction hinges on Cluster 1 of the CST because it most readily applies to Algebra 1.

The majority of our 8th grade students are "on track." Hopkins was instrumental in creating a "Transition to Algebra" class for students clearly not algebra ready for 8th grade. In the Transition class, students are able to have a lower student to teacher ratio where they can get more individualized instruction to ready them for successful completion of Algebra 1 in 9th grade. Those students who enrolled in Algebra 1 as a 7th grader are placed in Honors geometry in 8th grade.

Department members adhere to the district pacing guides, give the same Benchmark tests and Semester Finals. Ongoing collaboration and dialogue allows teachers to share best practices and communicate about specific student needs. This is especially helpful for underperforming students attending after school tutorial/intervention. Students performing above grade level are often in Honors classes where depth and application of concepts can be further explored. Competitions including the CML, Math Fax, and AMC offer added challenge to our high performing students. There is also a Math Club and Math Counts Team to build enthusiasm for math and enrich content knowledge.

Although you will see traditional direct instruction in math classrooms, department members work to vary instructional methods to meet the learning modalities of their students. These strategies include group work, “Think Pair Share,” Jigsaw, front loading of key concepts, choral response, as well as white board use for group response, checking for understanding, or guided practice. The math department has been trained in GLAD strategies and is working to adapt these strategies for the math classroom.

Parent communication is a priority. The majority of math teachers have homework posted on line. Grades are posted on a regular basis. Assessments are corrected, returned and discussed in a timely fashion. Some teachers directly group email parents or have “communication logs” to help parents and students track performance. We want to acknowledge our parent base whose support, goals and values make our teaching task much easier.

4. Additional Curriculum Area:

The physical education department helps create a school with a respectful and safe environment that engages students of all cultural backgrounds and learning styles by sending a newsletter to all incoming sixth grade parents with Physical Education information and start of school activities. We provide orientation to the school locker room and physical education policies the first week of school, and we mainstream autistic students with “buddies.”

All curricular units offer equitable access for all skill levels, thereby helping us provide developmentally appropriate, equitable and rigorous classroom instruction that will allow all students to meet high standards of achievement. Our curriculum is centered on age-appropriate activities, with a focus on mastering basic skills within the unit as well as challenging individuals to do their best. Units that we incorporate to support these interests are: CPR 7, where students are taught rescue techniques and given the opportunity to teach others; Project ALERT, a drug-and-alcohol prevention program; the Flanagan Fun Run, a 1.5 mile after-school run named after the late Tom Flanagan, a long-time Hopkins PE teacher; and our “elective” week, where students may choose among six activities not offered in the regular curriculum, giving them a chance to work with a different teacher and try out a fun activity of choice.

Physical education teachers are trained in GLAD and integrate the use of “best practices” every day. Classes are arranged for guided skill acquisition, and all students are given equitable access to each skill. When necessary, these skills are modified to encourage participation and good behavior. Social skills are targeted during our quarterly “walk and talk” days.

Another goal of our school’s mission statement is to have a rigorous learning model that is driven by appropriate assessment of student achievement in a collaborative environment. In our department, student assessment is done through peer and teacher modeling. We define success as not only the acquisition of new physical skills, but also as developing the student’s ability to self-evaluate, practice, and redefine.

5. Instructional Methods:

In U.S. History, differentiating instruction to meet the diverse needs of students takes place by varying learning activities so that students of all ability levels have numerous ways to manipulate concepts and demonstrate comprehension.

One example includes a lesson on the legislative process. Rather than write or explain how a bill becomes a law, students are given a handout with 25-30 steps in boxes. They cut these out and arrange them in a flow chart that shows the process. They can then explain using words or perhaps just identify and define certain terms relevant to passing legislation.

We further differentiate instruction by structuring in-class projects in a way that allows all students to create a product where performance expectations and levels of complexity vary for each student.

The War of 1812 ballad project is a good example. All students take notes on a graphic organizer, but targeted students also receive a completed set of notes from the teacher. After brainstorming and filling word banks with pertinent words, students share with each other and are allowed to add words they do not have. Each of the 5 parts of the graphic organizer is then turned into 1 stanza of a ballad using an ABCB rhyming pattern. Students working below grade level are given the opportunity to write couplets or prose instead, while more advanced students are required to show a higher level of thinking and sophistication.

Another example of this approach involves the Monroe Doctrine collage assignment. All students are required to make a collage of the western hemisphere, define and describe the Monroe Doctrine and state James Monroe's point of view. More advanced students can earn additional credit by comparing the Monroe Doctrine to the Cuban Missile Crisis and include the more modern points of view of Castro, Kennedy and Khrushchev.

Sometimes, differentiation is more informal. Students usually receive a study guide one week prior to a unit test. Rather than overwhelm below grade level students by requiring responses to each and every question, they are allowed to self-check and only choose topics they are unclear about to look up and answer.

6. Professional Development:

Hopkins administrators frequently visit classrooms to encourage engagement, accountability, and best practices. Recently, the English department piloted the Instructional Rounds program. This program, modeled after the regular rounds that doctors perform, had teams made up of teachers, administrators, and district personnel observing classrooms in a strictly non-evaluative capacity, looking for specific student outcomes. This innovative program allowed teachers, who normally spend the day isolated in their own classrooms, a chance to see what goes on in other parts of the school, and allowed the teachers being observed to see their practice through the eyes of another, without the stress of being evaluated.

In addition, there are frequent opportunities for teachers to have input in decision making. Subject area departments regularly review and revise curriculum and instruction, with an eye to alignment with state standards. Furthermore, each department is represented on District subject area committees. Department members also take part in the annual revision of our Single Pupil Plan for Achievement (SPPA). We have a faculty representative who attends Parent-Faculty Association meetings; a Liaison Committee, who works with administration to solve problems of concern to staff; and teachers who participate in Student Study Team meetings.

The District mandates staff development and specific staff development is determined by the administration. Release time is frequently provided so that teachers can participate in professional growth activities on regular school days; recent examples of this are GLAD and AVID training. GLAD is geared toward English learners, whereas AVID targets students who might not normally have gone to college, but the strategies one learns in these two programs are applicable in all classrooms and at all levels, as teachers are quickly finding out. Cornell notes, a staple of the AVID program, have been adopted across all science classes and in many classrooms school-wide, and teachers report that students are learning information faster and retaining it better.

Staff development in recent years has focused on school-wide goals, classroom management, discipline, school safety, support services, SPPA goals, standardized test scores, Accelerated Reader, grade-level planning, curriculum alignment, publisher demonstrations, PowerPoint and website tutorials, excellence

in writing, strategies to improve student achievement, cyber bullying, cheating, at-risk students, core values for a purposeful and mindful school culture, and dealing with student stress levels.

7. School Leadership:

School leadership is shared between the principal, vice principal, department chairs, School Site Council, parents, and the faculty. This shared leadership ensures that the school is continually improving on both academic and social levels.

The principal and vice principal provide a vital link between the school and the programs being developed at the state, county, and district level. These programs are introduced to the eight department chairs, who help adapt them to meet the needs of the student population. The individual department chairs then assist their departments in the implementation of any new programs.

The School Site Council provides oversight for any school improvement plan and allocates resources that are consistent with this plan. This council is composed of parent, student, faculty, and staff representatives.

The Parent Faculty Association (PFA) also provides leadership for the school. The PFA organizes and staffs a variety of student activities each year, including the semi-annual Career Day, Multi-Cultural Day, and end-of-the-year student activities. The PFA has also been instrumental in providing funding and other support for after-school programs such as the Science Bowl Club. Each year the PFA has held fundraising activities in which the monies raised have been allocated directly to departments to help purchase additional classroom textbooks, classroom computers, and other student resources.

Individual faculty members have been involved in a variety of District, State, and National activities that have enhanced their leadership skills. These skills ultimately benefit the school. During the past five years 34 faculty members have been GLAD trained and three have been AVID trained. In addition, several members of the faculty haven served as Beginning Teacher Support and Assessment (BTSA) support providers, several more have been Peer Assistance and Review (PAR) mentors, and some have served in both capacities. Eight faculty members participate on District curriculum committees. One member of the faculty serves on the District technology committee and another is on the District Technology liaison committee. One member of the faculty is an NEA Director and works to develop national policy on public school education.

Perhaps the single most important task performed by the leadership team is its work toward ongoing school improvement. Hopkins' staff regularly considers middle grade quality criteria and targets focus areas for improvement. The leadership team then works with the staff to develop activities to achieve specific improvement goals.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: CA Standards Test

Edition/Publication Year: 2007-2011 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	96	94	93	94	93
Advanced	82	83	80	80	77
Number of students tested	534	533	563	554	537
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested	24	19	18	18	11
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	2	4	4	3	2
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	13	12	8	12	10
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	28	33	21	21	23
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	82	61	84	44	77
6. Asian					
Proficient/Advanced	95	96	95	96	95
Advanced	86	88	83	87	82
Number of students tested	471	459	475	458	435
NOTES:					

12CA26

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: CA Standards Test

Edition/Publication Year: 2007-2011 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	95	94	93	92	91
Advanced	82	80	80	78	73
Number of students tested	534	534	565	554	537
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested	24	20	18	18	11
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	2	4	118	3	2
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	13	13	12	12	10
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	28	34	21	21	23
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	82	61	18	44	77
6. Asian					
Proficient/Advanced	97	96	95	95	95
Advanced	85	84	83	84	82
Number of students tested	471	459	477	458	435
NOTES:					

12CA26

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: CA Standards Test

Edition/Publication Year: 2007-2011 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	86	89	88	86	88
Advanced	70	66	67	61	64
Number of students tested	545	569	552	552	542
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested	29	26	14	15	19
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	5	3	2	3	12
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	16	14	12	10	10
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	31	31	10	24	31
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	67	39	44	38	57
6. Asian					
Proficient/Advanced	92	95	92	90	92
Advanced	78	73	75	69	71
Number of students tested	466	477	462	443	422
NOTES:					

12CA26

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: CA Standards Test

Edition/Publication Year: 2007-2011 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	91	92	90	89	88
Advanced	81	80	74	72	64
Number of students tested	545	568	551	552	542
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested	29	25	14	15	19
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	5	3	2	3	12
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	16	14	12	10	10
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	31	31	10	24	31
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	67	38	44	38	57
6. Asian					
Proficient/Advanced	96	95	93	91	90
Advanced	86	86	80	77	65
Number of students tested	466	476	461	443	422
NOTES:					

12CA26

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient/Advanced	90	91	90	90	90
Advanced	75	74	73	70	70
Number of students tested	1079	1102	1115	1106	1079
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	64	66	0	0	0
Advanced	0	0	0	0	0
Number of students tested	53	45	32	33	30
2. African American Students					
Proficient/Advanced					0
Advanced					0
Number of students tested	7	7	6	6	14
3. Hispanic or Latino Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	29	26	20	22	20
4. Special Education Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	59	64	31	45	54
5. English Language Learner Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	149	100	128	82	134
6.					
Proficient/Advanced	93	95	93	93	93
Advanced	82	80	79	78	76
Number of students tested	937	936	937	901	857
NOTES:					

12CA26

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient/Advanced	92	92	91	90	89
Advanced	81	80	77	75	68
Number of students tested	1079	1102	1116	1106	1079
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	69	68	0	0	0
Advanced	0	0	0	0	0
Number of students tested	53	45	32	33	30
2. African American Students					
Proficient/Advanced			0		0
Advanced			0		0
Number of students tested	7	7	120	6	14
3. Hispanic or Latino Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	29	27	24	22	20
4. Special Education Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	59	65	31	45	54
5. English Language Learner Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	149	99	62	82	134
6.					
Proficient/Advanced	96	95	94	93	92
Advanced	85	85	81	80	73
Number of students tested	937	935	938	901	857
NOTES:					

12CA26