

PART I - ELIGIBILITY CERTIFICATION

12CA3

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 1 Elementary schools (includes K-8)
 (per district designation): 0 Middle/Junior high schools
0 High schools
0 K-12 schools
1 Total schools in district
2. District per-pupil expenditure: 18647

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
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	21	28	49
K	20	20	40		7	23	19	42
1	23	28	51		8	27	33	60
2	26	23	49		9	0	0	0
3	26	22	48		10	0	0	0
4	20	32	52		11	0	0	0
5	29	26	55		12	0	0	0
Total in Applying School:								446

6. Racial/ethnic composition of the school: 6 % American Indian or Alaska Native
3 % Asian
2 % Black or African American
11 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
72 % White
5 % 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 <i>to</i> the school after October 1, 2010 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2010	446
(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: 7%

Total number of ELL students in the school: 29

Number of non-English languages represented: 4

Specify non-English languages:

Spanish, Russian, Tongan, Urdu

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

10. Percent of students receiving special education services: 13%
 Total number of students served: 58

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>0</u>
Total number	<u>46</u>	<u>11</u>

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: 12:1

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	95%	92%	92%	95%	92%
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

12CA3

Established in 1854, Woodside Elementary School is located in the town of Woodside in San Mateo County. Woodside School, with its distinctive location in the Silicon Valley, combined with dedicated parents and a strong sense of community pride, is committed to educating the whole child in a nurturing yet challenging school environment consistent with Woodside's cohesive, small town character. Woodside Elementary School is a K-8 school and is part of the Woodside Elementary School District, a one school district.

Woodside School has many strong and varied traditions that our community is proud of. For decades our one-school school district has worked closely with the Town of Woodside, the Woodside Town Library, the Woodside Fire Station and the Woodside Church to create educational opportunities for our students. We value highly our interaction and partnerships with these Woodside organizations.

Our May Day Celebration is one example of the Woodside School leading a town-wide celebration of Spring with an all-inclusive parade, a traditional May pole dance by our third graders and fun and games for the entire community. Our eighth graders perform an operetta annually in June inviting the entire community to watch and culminating their K-8 experience at Woodside.

Our two strongest traditions, which are really a reflection of the nature of our community, reflect a desire for continual excellence in all aspects of educating the "whole child". First, a tradition of academic excellence has led to years of an annual Woodside Science Fair and recently a successful launch of History Day. Our students can embrace their many different interests in a rich afterschool program of science, art, P.E. and foreign language.

Our second strongest tradition is one of giving back to our community both locally and globally. Our students participate in hands-on community service projects at neighboring, underserved schools as well as in places as far away as Africa. Teaching our students an appreciation for how privileged our community is and a responsibility to give back and serve are cornerstones of the Woodside School mission.

The vision of Woodside School is Woodside children are the town's greatest treasure. Educating and nurturing them is our contribution to the future. Our mission is: Woodside School provides children from preschool through 8th grade a nurturing yet challenging school environment consistent with Woodside's cohesive, small town character. In collaboration with parents, we will instill in our students a love of learning, respect and compassion for others, and a global, multicultural awareness. We attract and support highly motivated, talented and creative teachers. Sensitive to the individual needs and talents of each child, our teachers provide a balanced, engaging and academically rigorous education. The combination of a stimulating and innovative curriculum in a supportive environment will enable students to achieve their highest potential. Our students will leave Woodside School eager and prepared to meet future academic and personal challenges.

Teachers are at the heart of quality instruction. Despite a very strong Academic Performance Index score, 963, Woodside teachers are continually looking for ways to improve their practice and better serve students. Our student service models include an early literacy intervention program, English learner support and Special Education services.

The Woodside educational community recognizes that strong academic skills alone will not be enough for our students to successfully navigate the 21st century world. Students are supported in their social and

emotional development through a comprehensive Social and Emotional Learning program. The **SEL** program includes, teacher training, parent education and whole school climate agreements.

Woodside School prides itself in being a 21st century learning community. We are fortunate to have 1:1 laptop capability in 2nd-8th grade classrooms. Laptops and other classroom tools support project-based, integrated curriculum that incorporates problem solving, higher order thinking skills, multiple intelligences, technology and multimedia use while focusing on creative thinking and cooperative learning.

The GATE program is guided by the universal screening of all 3rd and 6th grade students using the CogAT assessment. Students gain access to small group math enrichment, computer programming and all students have guided use of Renzulli (an online, personalized tool) to enhance their differentiated exposure to core subjects.

Effective parent and community partnerships are anchored by our highly active and effective PTA and Foundation. PTA supports teacher grants, high quality parent education and general support for the school. Our foundation raises approximately 25% of our annual budget through fundraising events. Foundation support allows us to provide small class sizes, art and music in grades K-8, Spanish for 4-8 grade students, intensive technology, library and outdoor education.

1. Assessment Results:

A. Woodside School students do very well on state standardized assessments. The state Academic Performance Index for our school was 942 in 2007, 956 in 2008, 933 in 2009, 937 in 2010 and 968 in 2011. Students in sub categories such as socioeconomically disadvantaged, English learners and students with disabilities made huge gains (129 points, 192 and 190 points respectively) in performance on the STAR exam between 2010 and 2011. Standardized tests are not the only measure Woodside School uses to assess student progress. We have found that performance assessment information, scored locally is effectively used to inform instruction. We have performance assessments in reading K-8, are piloting the Mathematics Assessment Resource Service (MARS) assessment and use internally created writing assessments often.

Woodside students are expected to achieve mastery of the state standards. The vast majority of our students score in the proficient or advanced performance bands each year. Many families wish to see their students move from proficient to advanced performance in both ELA and Math. While ELA is critically important to students success overall, many families focus quite a bit of energy on their students performance in mathematics and see advanced mastery as an indicator of the need for acceleration or enrichment.

B. Trends in student performance show that students are better able to show mastery toward state standards each year of implementation of this assessment. In 2011 on average, 89% of our 2nd-5th grade students show mastery in English Language Arts and 94% showed mastery in mathematics. In 2011 on average, 95% of our middle school students showed mastery in English Language Arts and 95% showed mastery in mathematics. All our 8th grade students are enrolled and complete a full course of algebra. 93% of them scored proficient or advanced on the STAR exam in 2011.

The performance of our students in sub categories has been highlighted in our application to become a California Distinguished School. Annually, Woodside staff collectively review the STAR results by school, grade level and by special populations. Plans are made with the appropriate staff to work with students who scored basic, below basic and far below basic. "Closing the gap" for our 58 special education students and 29 English learners is a priority for the team. Two major goals are set in order to improve the performance of special population students: 1) develop robust individual education plans for special education and individualized learning plans for English learners; and 2) enhance the effectiveness of instructional strategies that ensure consideration of individual learning styles, motivational factors, and generalization of skills.

Five years of state assessment information show substantial trends upward in middle school math performance. The average performance across three grade levels in middle school math in 2007 was 65%, 2008-78%, 2009-67%, 2010-73%, and 2011-95%. The percentage of eighth grade students successfully completing a full course of algebra has grown from 19% in 2007 to 93% in 2011.

Trends in K-5 ELA performance are rather consistent: 85% in 2007, 90% in 2008, 85% in 2009, 86% in 2010 and 89% in 2011. Scores in middle school ELA are as follows; 2007-89%, 2008-91%, 2009-88%, 2010-88% and 2011-95%. As I am sure you are aware, it is not typical to see middle school scores higher than K-5 scores. Our middle school program is vibrant and challenging.

The gains seen in algebra performance are largely due to small class sizes partnered with high quality instruction and subject matter expertise of our instructors. Pre-algebra and algebra courses are designed by student skill level. The MDTP exam is given at the end of sixth and seventh grade to help inform

student placements into pre-algebra and algebra classes. Groups of 8-10 students receive instruction in flexible ability groups. In addition to the core math course taken each day, students who are recommended for additional support have an additional math class twice a week. The support classes are designed to support general math course work and are taught by members of the math department.

It is a challenge to effectively complete a full course of algebra within a middle school schedule. Our staff has done a great job making the most of our instructional minutes and resources to ensure mastery of subject matter.

2. Using Assessment Results:

Data collection and use at Woodside goes well beyond the analysis of the state standardized testing program, STAR. STAR provides general information that helps illustrate general trends and whole grade level or school success toward meeting state standards. Local assessment measures provide a much deeper level of data to use to inform instruction throughout the school year. All K-5 teachers use the Developmental Reading Assessment multiple times a year to place and replace students in reading groups and match students with “just right” books. In addition to our general education use of local assessment measures, our early reading intervention program relies heavily on up to date information about student performance measures.

First grade students that qualify for help participate in Reading Recovery while Kindergarten and second grade students work in a modified version of Reading Recovery. First grade students receive daily focused reading instruction with our credentialed and Reading Recovery trained teacher. Students in Reading Recovery receive approximately six lessons before being discontinued from the program. Students are assessed at a 16 in the Developmental Reading Assessment upon exit. Student performance results are compelling. At the end of the 2010-2011 school year all first grade students scored a 16 (grade level appropriate) on the DRA assessment except 2. Both students were referred for special education support.

Students in 3-6 grade receive additional support in reading with a reading specialist who also supports our English learners. 22, 3-6 grade students received reading support. All students were assessed at grade level at the end of the year.

During the 2009-2010 school year, the Special Education Team began closely examining every student's needs and learning style and focused on the "I" in IEP. Individualized and rigorous standards-based achievement outcomes became the central focus. Dynamic and collaborative assessment, one on one strategy sessions with students, and a flexible approach to instructional materials became a foundation to allow students to thrive regardless of their individual learning style.

General education and special education at Woodside are an integrated system. There is on-going collaboration between the specialists and the general education teachers to ensure that curriculum is strategically designed to meet the individual students' needs. Many special education students receive a portion of their services through push-in support from the Special Education team. This provides ongoing and timely understanding of the student's progress and challenges as well as factors that may be supporting or jeopardizing a student's advancement. Instructional strategies and motivational approaches are then adjusted accordingly.

Frameworks were created to clearly show the development of expected skills based on the California content standards for Kindergarten through fifth grade. These frameworks support communications regarding a student's current performance and the expectations for their grade level and serve as a road map for each student's academic progress. Assessments that are directly linked to the standards were accumulated or developed as necessary. Using the information gathered from administered assessments,

individualized color-coded performance charts are created to identify achievement gaps. An instructional plan is then developed that targets the identified achievement gaps and builds capacity for further success.

The Special Education and EL team works to foster a "growth mindset" in every student and the School Psychologist often meets with students to discuss unique learning styles and the notion of "the brain as a muscle." By endorsing a growth mindset, or the belief that an ability is incremental as opposed to fixed, students are more likely to exert the effort necessary for accelerated growth. Students are made explicitly aware of both short-term objectives and long-term goals in order to promote self-awareness and self-efficacy. Students at Woodside have a "say" in their education and they experience responsibility and pride.

Progress is regularly measured and the instructional pace and sequencing modified as necessary for the individual child. In addition, the school librarian is dedicated to supporting students in reading at their "just right level." Fiction books in the library are shelved by reading level and each book has a sticker on the inside cover that identifies the level. In addition, the library website has links to searchable databases that support students and parents in finding "just right" books and monitoring reading levels of books obtained from other sources.

Developmental Reading Assessment information is used in fall and spring conferences. Additional classroom performance data is highlighted in conferences and weekly communications. Whole school performance on the STAR exam is shared each fall. Several year comparisons within school and among similar districts are discussed and examined for trends.

3. Sharing Lessons Learned:

Woodside School has been recognized as a California Distinguished School nominee. We were encouraged to apply for the Distinguished Schools program in order to share our service model with like districts. Our two signature practices are our comprehensive K-8 Art and Music program and our service model for students with special needs. A thorough investigation of both practices will be shared through the Distinguished Schools communication model when and if the final award is received this spring.

Our strong special populations scores in 2011 have been an interest to both local districts and our county office of education. Collaboration has been described as a vital component to student success.

Collaboration among specialists and between specialists and general education teachers provides a strong foundation of support for our students. The reading specialists, English language development specialist, school psychologist and speech and language pathologist, have offices in close physical proximity to the learning center, which allows for informal collaboration. In addition, the learning center has a typical classroom appearance and its staff is an integrated part of the school community. The learning center represents a positive and non-stigmatizing environment that students regard as just one of many places where they go to get "extra help".

Our success with special needs populations has been noticed by neighboring districts. The API scores for subgroups were analyzed and strategies that can be generalized have been shared. Other local districts have shown interest in our implementation of the Workshop model in reading and writing throughout our K-5 classrooms. Other districts have found our assessment data that has been gathered by our reading specialists to be compelling evidence of successful implementation of the model. Some aspects of our implementation can be emulated while others would be difficult to copy. We have such a small school and our size lends itself to a tailored implementation of the program.

4. Engaging Families and Communities:

Woodside School is the center of a small community that prides itself on putting the needs of children first. Our Foundation, PTA and general community support the work of the school through fundraising,

supporting teachers, and providing high quality parent education. Parent involvement is wide and deep. We have an active School Site Council, Safety, Budget Advisory and GATE Committee as well as GRUPO Union. The School Site Council does important work each year including; community outreach, program review and providing information regarding program proposals for the Board to consider. Safety goals within the Single Plan for Student achievement are delegated to the Safety Committee for completion. The Budget Advisory Committee is new this year and its primary function is to provide transparency around our budget and funding priorities. GATE is a committee of teachers and parents that consider ways to enrich the general education program for students who are significantly above standard for their grade level.

Woodside School is one of 8 districts that participate in a desegregation program called the Tinsley program. Tinsley is a lawsuit settlement that instructs our eight districts to receive a prescribed number of students from the Ravenswood School District in East Palo Alto. Woodside receives 10 percent of our students from Ravenswood. These students provide much needed diversity of background and life experience to our school community. The GRUPO Union parent/community committee meets quarterly to discuss the needs of both our English learner families and our Tinsley students. Tinsley students are bused daily to our community and this transportation system can cause some unique challenges for these students and their families. It is a high priority of the Woodside community to ensure a successful experience for these students. GRUPO Union goals have included fundraising, parent education, translation services and general support through a buddy system of Spanish speaking Woodside families who reach out to each Tinsley/EL family.

The cumulative work of these groups ensures that Woodside School supports all students and staff.

1. Curriculum:

Woodside Elementary School services Kindergarten through 8th grade students with a balanced, engaging, and rigorous curriculum that is aligned to the state of California's content standards.

The Kindergarten-5th grade reading/English language arts curriculum consists of the state adopted Houghton Mifflin program. Supplements to the curriculum include guided reading, shared reading, small group instruction, Reader's and Writer's Workshop, the Six Traits writing program, Junior Great Books, and core literature selections.

The 6th-8th grade reading/English language arts curriculum consists of the state adopted Holt Literature and Language Arts Anthology Collection and Warriner's Handbook (grammar). In addition, students explore thematic connections in reading, writing, word analysis, listening and speaking, as well as various genres of literature, thus ensuring a strong foundation for the future.

The Kindergarten-5th grade mathematics curriculum follows the state adopted Everyday Math program, and the 6th-8th grade mathematics curriculum follows the state adopted Prentice Hall California Grade 6 Math, Prentice Hall Pre-Algebra, and Prentice Hall Algebra texts. In addition, differentiation within the classroom and the use of online resources such as Renzulli, IXL, and our math GATE program help to foster the needs of all students and maintain a rigorous curriculum.

The Kindergarten-5th grade science curriculum encourages hands-on activities that lead to concept development and is based on the California State Framework and the Full Option Science System (FOSS) kits. The 6th-8th grade science curriculum relies heavily upon investigation and experimentation with the CPO programs.

The Kindergarten-5th grade social studies curriculum follows the state adopted Scott Foresman series, while the 6th-8th grades follow the state adopted Teachers' Curriculum Institute. The goal of the social studies program is to increase students' awareness and appreciation of various cultures, ethnicities, and traditions. This fits in well with the school's overall goal of fostering a global, multicultural awareness in each student.

The visual and performing arts curriculum at Woodside Elementary School centers on the idea that music and art helps to foster a well-rounded and whole person. All K-4th grade students participate in choral music classes that lead to grade-level musicals, while the 5th-8th grade students participate in instrumental music. In addition, all K-8th grade students participate in an art class each week that focuses on the integration of art with the K-8th grade core classes.

Woodside Elementary School uses the Physical Education Model Content Standards for California Public Schools to help guide instruction in the K-8th grades. The ultimate goal of the physical education curriculum is to create an environment where physical participation, mental stimulation, and social facilitation lead to a healthy lifestyle. Interwoven into the curriculum at all grade levels are health related issues such as heart health, nutrition, and body image.

All 2nd-8th grade classrooms have 1:1 student laptops as well as interactive whiteboards in K-8 classrooms. In addition, a computer lab with 20 computers is used for technology instruction to the Kindergarten and 1st grade students. Integrated technology instruction within each grade level helps to prepare students for the future in High School, College, and beyond.

The 4th-8th grade Spanish curriculum utilizes the state adopted McDougall-Littell series and focuses on the newly adopted California Foreign Language Standards. With an emphasis on content, communication, cultures, structures, and settings, the Spanish curriculum aims to prepare students for high school and the multicultural world that we live in.

The middle school program at Woodside School prepares students for high school and eventually College and beyond. Courses are geared to prepare all students for high school honors courses so they are equipped to engage in the most rigorous aspect of the high school program.

2. Reading/English:

The Kindergarten-5th grades at Woodside Elementary School have a balanced literacy program that meets the needs of each individual student. The state adopted literacy program by Houghton Mifflin, along with many other supplemental program components, form the foundation of the reading program. Some of the program components include Reader's Workshop, guided reading, small group instruction, read aloud, shared reading, and a very intensive Reading Recovery program. In addition, all students are administered the Diagnostic Reading Assessments three times each year, and all of the books throughout the Kindergarten-5th grade and the school library are leveled. This allows students who are below grade level or above grade level to read books that are appropriate for their particular levels.

Reader's Workshop was selected to be an important part of our Kindergarten-5th grade reading curriculum due to its natural ability to differentiate for students. Through Reader's Workshop, students learn to self-select appropriate books from a wide range of materials to read at school and at home. They are encouraged to read material that is in line with their reading level so that they will gain fluency and build comprehension. Reader's Workshop begins with a whole group mini-lesson that has one specific focus for the readers to learn and implement into their own reading practices. Students then are set off to implement the new strategy in their own exploring and reading practices, allowing teachers to differentiate the reading curriculum.

Reader's Workshop allows students who are above grade level to go beyond the instruction that they would normally get in a classroom. In addition, students who are below grade level, as evidenced through DRA testing and teacher observations, work with our Reading Recovery specialists. Students receive intensive one-on-one instruction to master the complicated skills of reading. These students meet daily with a highly trained teacher until their reading is at or above grade level. The reading specialists also provide small group instruction to students depending on the specific needs of the individual students. The focus on this instruction includes comprehension, fluency, phonics, phonemic awareness, and oral language. Finally, the reading specialist team also provides ongoing demonstration lessons, coaching, and staff development to classroom teachers to further their knowledge and expertise in Reader's Workshop.

The Middle School language arts program utilizes the state adopted Holt and Warriner's textbooks and provides a double period of language arts classes each day. As part of this program, students receive appropriate instruction to ensure they meet or exceed the California academic content standards at each of the three grade levels. Following this scope and sequence provides students with a strong language arts foundation in the four identified domains of reading, writing, oral language, and listening and speaking.

The encompassing goal for the 6th, 7th, and 8th grade language arts curriculum is to prepare Woodside's students for a successful academic experience in high school and beyond. The means to achieve this goal is multifaceted. One primary focus is to ensure students master the objectives specified in California's English-language arts content standards and Woodside's language arts continuum so that students are confident in their knowledge of the basics of their language. Inherent in the notion of basics; proficiency in spelling, vocabulary, and oral language skills are also highlighted. Another key focus is to ensure that students apply such knowledge to their written work so that they become competent writers with clarity and thought. While students will have the opportunity to compose various types of writing styles, such as

expository, persuasive, and descriptive texts, the ultimate goal is to ensure that each student master analytical writing that is the key to a successful high school career.

The core literature program enables students to learn proper analysis of novels, short stories, and poetry and to apply insights gained from literature to their lives. Efforts are made to maintain both a thematic and interdisciplinary approach as each book, short story, or play is read. In this manner, the core literature program is vital to the success of the writing program as it serves to promote lively class discussion utilizing higher level thinking skills which are intricately related to one's writing prowess. At all times, students are encouraged to be active participants in the learning process and to learn the value of questioning to solidify knowledge.

Differentiation is an important component of the Middle School language arts program as small class sizes allow for optimal learning. In addition, the Middle School electives program offers reading support classes for those students who are below grade level and enrichment classes for students who are above grade level.

3. Mathematics:

The goal of the Woodside Elementary School mathematics program is to instill a strong foundation of mathematics at the lower grade levels and to build upon these skills as the students progress through the Middle School. Ultimately, students leave our school with the aptitude necessary to excel in advanced mathematics classes throughout high school and college.

The Kindergarten-5th grade mathematics curriculum uses the state adopted Everyday Math program. To build a solid foundation, students are exposed to three different levels of mathematical understanding: the conceptual level, where children use objects to explore math relationships, the connecting level, where children connect objects to symbols, and the symbolic level, where children write symbols for an equation. Small and whole group activities are used to teach these strategies. As students progress through the grade levels, they use mathematical reasoning to approach problems, find solutions, and generalize to other solutions.

The Middle School mathematics curriculum uses the state adopted Prentice Hall series to help students compete successfully in the worldwide economy and to participate fully as informed citizens. The goal at Woodside Elementary School is that all students meet or exceed the California Mathematics Content Standards for the 6th, 7th, and 8th grades so they will be confident problem solvers, eager to learn, and inspired to pursue advanced studies in mathematics. This philosophy is predicated on the belief that proficiency in mathematics is a result of sustained effort and effective teacher instruction.

Woodside Elementary School also utilizes many other supplemental programs in addition to the state adopted texts. The Kindergarten-5th grades incorporate the web-based IXL mathematics program to help build skills and to allow for differentiation within the classroom. In addition, all Kindergarten-8th grade students have Renzulli accounts that allow for differentiation through online projects. The Middle School utilizes the Prentice Hall online video tutorials and The Math Diagnostic Testing Project readiness tests to help differentiate and to determine a student's readiness for a particular course.

Woodside Elementary School is fortunate to have small class sizes that allows for differentiation. The Kindergarten-5th grade class size averages seventeen students, while the middle school math classes are ability-grouped into class sizes no larger than eleven students. In addition, all students are given the CoGAT test that qualifies some students for the GATE program. Finally, students who are not performing at grade level receive individual instruction time from their teachers and support teachers.

4. Additional Curriculum Area:

The Woodside Elementary School community values the development of the “whole child,” and the visual and performing arts program allows for all children from Kindergarten through 8th grade to participate in art classes as well as choral and instrumental music classes. Woodside Elementary School’s mission speaks to the importance of exposing our students to human creativity and the recognition that a whole child is an arts child. The school’s mission includes the arts as a vital aspect of a balanced and stimulating learning experience where the arts help to develop critical thinking, promote self-expression, foster self-knowledge, and support the learning that takes place in other academic subjects.

The music program implements its philosophy and practice by covering musicianship, music theory, and performing arts, including musical theater. The teachers use a mix of Kodaly, Dalcroze, and Orff methodologies, along with guidance from Gordon’s Music Learning Theory. The music program provides performance opportunities for students to showcase their skills and helps to develop self-esteem and confidence.

The articulated art curriculum is a skill-based program that is interdisciplinary at its core. The program covers art theory, art history, and craftsmanship while connecting to various grade level literature, science, and social studies units. Student artwork is displayed throughout the campus; in the office, the meeting rooms, the classrooms, and in the art room. In addition, student work is also shown in the local community, including the Woodside Elementary School art display at the San Mateo County Office of Education.

In addition to performance skills, both the music and art programs emphasize teamwork. Students work with their peers, while generating self-discipline and responsibility to others. Global understanding through the study of music and art is an important aspect of both programs and the overall school mission. The incorporation of workshops and artists-in-residency programs enables students to have direct involvement with artists. Both the music and art programs encourage students to improve so that they can continue to participate at the high school level and into adulthood.

5. Instructional Methods:

Woodside School is fully committed to the workshop model of instruction for reading and writing. All K-5 teachers are using workshop model consistently in their classrooms to provide differentiated reading and writing instruction. Differentiated reading instruction is supported through the use of the Developmental Reading Assessment system that all teachers use at least twice a year to place students into relevant and productive reading groups and materials. Centers instruction is used systematically throughout the K-5 classrooms. Student centered, teacher facilitated instruction is consistent from Kindergarten to eighth grade. Hands on science is a priority in our science classes K-8. Both our K-5 (FOSS) and 6-8 (CPO) science programs are experience and investigations centered. In addition to the classroom program we have a fully functioning garden that is used regularly for life lab purposes.

Project Based learning in Social Science is consistent throughout the grade spans. Students are given opportunities in middle school to complete a history day project similar to an exit project. Students present their projects to judges and are assessed according to the project type chosen: documentary, research project, performance or poster.

Middle school math students, specifically pre-algebra and algebra students are organized into small, ability groups for differentiated instruction. The entire math team meets to review student assessment information over the summer and places students in groups of 8-10 students to better serve students at their level with a high level of support. Instruction is delivered using technology and multiple modalities.

Woodside has a one to one laptop program for students in grades 2 through 8. Students use laptops for online practice, development of products, and research. In addition to laptops, every classroom has and teachers use a smart board and document camera to provide interactive direct instruction and guided practice.

Support classes for general education students in middle school ELA and Math built into the 8 period day. As previously mentioned, we provide general education support for students with special needs through pull out and push in services.

6. Professional Development:

Like most districts in California, Woodside School has six professional teacher development days embedded into the academic calendar. Full day teacher development is focused on school wide initiatives such as Social and Emotional Learning, GATE strategies and tools, Math and Reading intervention. In addition to these full days we have professional development time built into our weekly schedule on Wednesday afternoons. We use our Wednesday afternoons on a rotation to include individual curriculum development, cross grade level or content area articulation, school wide training and staff meetings. When necessary we use release time to send teachers to high quality training opportunities such as our local Silicon Valley Initiative and Teachers College Readers/Writers Workshop Institutes.

The 2011-2012 school year has focused on training in Math, and SEL. With a leadership change this summer an assessment was made that these initiatives were compelling and needed attention this school year. Math training has been provided to better utilize our existing Every Day Math program, explore performance assessments and address parent confusion around homework help. Social and Emotional Literacy was a hot topic over the summer and the Woodside staff immediately enlisted the support of a renowned consultant from Nueva School to help us provide K-5 and 6-8 curriculum training, come to whole school agreements about school climate issues and provide parent education around SEL topics such as adolescence and parenting tools.

We are establishing a maintenance system for general Math and ELA training needs. Reading and writing using workshop model is a high priority for Woodside. We want to continue to provide intensive, high quality training in this area. All K-5 teachers have the opportunity to attend one week of training at teachers college at Columbia. In addition we provided two sessions of training on how to better utilize our Developmental Reading Assessment to inform our leveled reading/workshop program. Now that basic training has been provided for Everyday Math ongoing maintenance will focus on differentiated instruction and using data to inform instruction.

7. School Leadership:

Woodside School is organized to provide support for all our students and staff. As a one school Pre-K-8 district our administrative organization is a challenge. We operate a private preschool on campus as well. The school/district leader is the Superintendent/Principal. We also have a full time Assistant Principal, Student Services Coordinator and Chief Business Official. The primary responsibilities of the Superintendent/Principal are to oversee work with Board, community and supervise and evaluate staff. This person also serves as the preschool director, and leads human resources work. Relationships are at the center of leadership. The Superintendent/Principal is located at the school/district and is able to be in classrooms weekly, greet parent daily and provide ongoing support and guidance to the staff.

The Superintendent/Principal and the Board of Trustees work to provide general direction through the strategic plan, policy development and to conduct community outreach. We have begun the process of strategic planning and will have in place a five-year plan by June 2012. The process will help all constituent groups to evaluate current program and craft a plan for the future.

The administrative team works well together to ensure a safe school environment, fiscal solvency, high quality instruction and support for staff, students and families. The Assistant Principal provides general support for assessment, student behavior, school wide activities, facilities and teacher evaluation and supervision. The Student Services Coordinator is a non-administratively credentialed, coordinator of special education, Social and Emotional Literacy and teaches the middle school advisory classes. Our Chief Business Official manages our accounts payable, receivable, compliance requirements, and liaison with the county office of education and helps lead the negotiations process with our bargaining unit.

We meet monthly with staff and parent leaders to ensure that priorities are help at the forefront of our work. The JCOP committee (Joint Committee on Priorities) includes Board members, Superintendent/Principal, Chief Business Official and PTA President. JCOP ensures that the resources we have are used to guarantee quality of program and continual improvement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: California Standardized Testing and Reporting (STAR)
Edition/Publication Year: 2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Advanced	96	80	78	90	86
% Advanced	80	57	60	72	74
Number of students tested	50	56	55	58	57
Percent of total students tested	100	100	100	100	98
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 or Advanced					
% Advanced					
Number of students tested	4	7	2	1	1
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested			3	3	1
3. Hispanic or Latino Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	6	7	6	6	7
4. Special Education Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	4	6	6	4	6
5. English Language Learner Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	4	6	6	4	4
6. Asian					
% Proficient or Advanced					
% Advanced					
Number of students tested	3	2	2	4	5
NOTES:					
Percentage figures are not given if number of students is below 10.					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standardized Testing and Reporting (STAR)

Edition/Publication Year: 2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Advanced	86	80	80	88	79
% Advanced	48	61	53	53	49
Number of students tested	50	54	55	58	57
Percent of total students tested	100	96	100	100	98
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	4	6	2	1	1
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested			3	3	1
3. Hispanic or Latino Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	6	7	6	6	7
4. Special Education Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	4	5	6	4	6
5. English Language Learner Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	4	5	6	4	4
6. Asian					
% Proficient or Advanced					
% Advanced					
Number of students tested	3	2	2	4	5
NOTES:					
Percentage figures are not given if number of students is below 10.					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: California Standardized Testing and Reporting (STAR)
Edition/Publication Year: 2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Advanced	96	92	97	91	93
% Advanced	75	71	88	72	80
Number of students tested	55	52	56	58	55
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	3	0	0	1	0
Percent of students alternatively assessed	5	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	7	6	1	1	
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested		1	3	1	
3. Hispanic or Latino Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	7	6	5	9	2
4. Special Education Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	9	7	3	8	7
5. English Language Learner Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	6	5	4	4	
6. Asian					
% Proficient or Advanced					
% Advanced					
Number of students tested	1	1	5	6	4
NOTES:					
Percentage figures are not given if number of students is below 10.					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: California Standardized Testing and Reporting (STAR)

Edition/Publication Year: 2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Advanced	93	89	96	93	96
% Advanced	82	75	86	76	87
Number of students tested	55	52	56	59	55
Percent of total students tested	100	100	98	95	100
Number of students alternatively assessed	2	0	1	2	0
Percent of students alternatively assessed	4	0	2	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	7	6	1	1	
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested		1	3	1	
3. Hispanic or Latino Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	7	6	5	9	2
4. Special Education Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	9	7	3	8	7
5. English Language Learner Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	6	5	4	4	
6. Asian					
% Proficient or Advanced					
% Advanced					
Number of students tested	1	1	5	6	4
NOTES:					
Percentage figures are not given if number of students is below 10.					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: California Standardized Testing and Reporting (STAR)
Edition/Publication Year: 2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Advanced	94	95	88	97	83
% Advanced	59	78	65	67	57
Number of students tested	51	55	57	57	46
Percent of total students tested	100	100	98	100	98
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	2	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	6	2	1		1
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	2		1		
3. Hispanic or Latino Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	5	4	8	3	3
4. Special Education Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	7	4	4	7	7
5. English Language Learner Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	5	3	4	1	1
6. Asian					
% Proficient or Advanced					
% Advanced					
Number of students tested	1	3	5	4	3
NOTES:					
Percentage figures are not given if number of students is below 10.					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: California Standardized Testing and Reporting (STAR)

Edition/Publication Year: 2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Advanced	96	96	79	95	80
% Advanced	78	85	66	65	50
Number of students tested	51	54	58	57	46
Percent of total students tested	100	98	100	100	98
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	2	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	6	2	1		1
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	2		1		
3. Hispanic or Latino Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	5	4	8	3	3
4. Special Education Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	7	3	4	7	7
5. English Language Learner Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	5	2	4	1	1
6. Asian					
% Proficient or Advanced					
% Advanced					
Number of students tested	1	2	5	4	3
NOTES:					
Percentage figures are not given if number of students is below 10.					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: California Standardized Testing and Reporting (STAR)
Edition/Publication Year: 2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Advanced	98	86	87	73	90
% Advanced	71	49	54	54	53
Number of students tested	42	59	54	37	51
Percent of total students tested	100	100	100	95	100
Number of students alternatively assessed	0	3	0	0	0
Percent of students alternatively assessed	0	5	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	2	5		1	3
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	2	1			
3. Hispanic or Latino Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	5	8	1	2	6
4. Special Education Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	3	10		6	9
5. English Language Learner Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	2	4	1		2
6. Asian					
% Proficient or Advanced					
% Advanced					
Number of students tested	2	2	4	1	1
NOTES:					
Percentage figures are not given if number of students is below 10.					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: California Standardized Testing and Reporting (STAR)
Edition/Publication Year: 2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Advanced	98	89	89	87	86
% Advanced	83	73	59	57	59
Number of students tested	42	56	54	37	51
Percent of total students tested	100	94	100	95	100
Number of students alternatively assessed	1	3	0	0	0
Percent of students alternatively assessed	2	5	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	2	5		1	3
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	2				
3. Hispanic or Latino Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	5	8	1	2	6
4. Special Education Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	3	7		6	9
5. English Language Learner Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	2	4	1		2
6. Asian					
% Proficient or Advanced					
% Advanced					
Number of students tested	2	2	4	1	1
NOTES:					
Percentage figures are not given if number of students is below 10.					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: California Standardized Testing and Reporting (STAR)
Edition/Publication Year: 2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Advanced	95	71	67	82	75
% Advanced	44	44	44	33	36
Number of students tested	61	49	36	51	47
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	6	1	1	4	
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	1				
3. Hispanic or Latino Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	8	2	3	7	6
4. Special Education Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	9	4		9	6
5. English Language Learner Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	4	1	1	1	1
6. Asian					
% Proficient or Advanced					
% Advanced					
Number of students tested	3	1	2	1	4
NOTES:					
Percentage figures are not given if number of students is below 10.					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: California Standardized Testing and Reporting (STAR)

Edition/Publication Year: 2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Advanced	97	88	81	90	94
% Advanced	79	74	58	71	57
Number of students tested	61	50	36	51	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	1	0	0
Percent of students alternatively assessed	5	0	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	6	1	1	4	
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	1				
3. Hispanic or Latino Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	8	2	3	7	6
4. Special Education Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	9	4		9	6
5. English Language Learner Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	4		1	1	1
6. Asian					
% Proficient or Advanced					
% Advanced					
Number of students tested	3	1	2	1	4
NOTES:					
Percentage figures are not given if number of students is below 10.					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: California Standardized Testing and Reporting (STAR)
Edition/Publication Year: 2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Advanced	92	58	52	91	39
% Advanced	29	31	16	67	17
Number of students tested	48	36	50	46	36
Percent of total students tested	100	97	98	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	1	3	3		
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested					1
3. Hispanic or Latino Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	2	4	8	6	7
4. Special Education Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	4	6		6	3
5. English Language Learner Students					
% Proficient or Advanced					
% Advanced					
Number of students tested			3	1	3
6. Asian					
% Proficient or Advanced					
% Advanced					
Number of students tested	2	3	1	3	3
NOTES:					
Percentage figures are not given if number of students is below 10.					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: California Standardized Testing and Reporting (STAR)
Edition/Publication Year: 2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Advanced	90	80	92	91	89
% Advanced	83	66	68	67	58
Number of students tested	48	35	50	46	36
Percent of total students tested	100	94	98	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	1	3	3		
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested					1
3. Hispanic or Latino Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	2	4	8	6	7
4. Special Education Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	4	5		6	3
5. English Language Learner Students					
% Proficient or Advanced					
% Advanced					
Number of students tested			3	1	3
6. Asian					
% Proficient or Advanced					
% Advanced					
Number of students tested	2	3	1	3	3
NOTES:					
Percentage figures are not given if number of students is below 10.					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient or Advanced	95	81	79	88	79
% Advanced	59	56	55	61	55
Number of students tested	307	307	308	307	292
Percent of total students tested	100	99	99	98	99
Number of students alternatively assessed	6	4	1	1	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced	77	43			
% Advanced	0	0			
Number of students tested	26	24	8	7	5
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	5	2	7	4	2
3. Hispanic or Latino Students					
% Proficient or Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	33	31	31	33	31
4. Special Education Students					
% Proficient or Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	36	37	13	40	38
5. English Language Learner Students					
% Proficient or Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	21	19	19	11	11
6.					
% Proficient or Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	12	12	19	19	20
NOTES:					

12CA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient or Advanced	93	87	86	90	87
% Advanced	75	72	65	65	60
Number of students tested	307	301	309	308	292
Percent of total students tested	100	97	99	98	99
Number of students alternatively assessed	6	4	3	2	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Advanced	77	52			
% Advanced	0	0			
Number of students tested	26	23	8	7	5
2. African American Students					
% Proficient or Advanced					
% Advanced					
Number of students tested	5	1	7	4	2
3. Hispanic or Latino Students					
% Proficient or Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	33	31	31	33	31
4. Special Education Students					
% Proficient or Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	36	31	13	40	38
5. English Language Learner Students					
% Proficient or Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	21	16	19	11	11
6.					
% Proficient or Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	12	11	19	19	20
NOTES:					

12CA3